

**TEACHERS' PERCEPTIONS ON THE INFLUENCE OF QUALITY
ASSURANCE AND STANDARDS OFFICERS' SUPERVISORY
ROLE ON PUPILS' ACADEMIC IMPROVEMENT IN PUBLIC
PRIMARY SCHOOLS IN KIAMBU COUNTY, KENYA**

TERESIA WANGUI RUGA

**A Thesis Submitted to the School of Education in Partial Fulfillment of the
Requirements for the Conferment of Doctor of Philosophy Degree in Education
(Curriculum Studies) of Maasai Mara University**

NAROK

2017

DECLARATION AND APPROVAL

This thesis is my original work and has not been presented for a degree in this university or any other university.

Signature_____ Date_____

TERESIA WANGUI RUGA
DEO2/0002/2010

APPROVAL

This thesis has been submitted for examination with our approval as University supervisors.

Signature_____ Date_____

DR ALEXANDER RONO
DEPARTMENT OF CURRICULUM AND EDUCATION MANAGEMENT
MAASAI MARA UNIVERSITY

Signature_____ Date_____

PROF. JOYCE K. MBWESA
DEPARTMENT OF EDUCATIONAL STUDIES
UNIVERSITY OF NAIROBI

OCTOBER 2017

DEDICATION

To my children: James Ruga, Ruth Wamuyu, Joseph Mbugua and Adelle Laika. Your inspiration and love contributed a lot to my success. You all radiated love to me as I worked round the clock. That was enough energizer. May God bless you.

ACKNOWLEDGEMENTS

My appreciation goes to my supervisors Dr. Alexander Ronoh and Prof. Joyce Mbweza for their guidance, positive critique, excellent supervision and mentoring which significantly contributed to the success and completion of my work. With dedication, they gave me a wonderfully stimulating intellectual and academic experience.

I also appreciate the Chairman of the Department of Curriculum and Educational Management, Dean of the School of Education and other academic leaders for giving me an opportunity to pursue my PhD studies at Maasai Mara University. They all played pivotal role in co-ordination of programme and immense support.

Special thanks to all members of my family for giving me moral, spiritual and financial support during my study, among them: Joseph Mbugua and Ruth Wamuyu who assisted greatly in keying in the field data.

A lot of gratitude goes to all the Sub-County District Education officers, Quality Assurance and Standards Officers who gave me their time and attention to participate in my research work.

I am also indebted to, Anthony Kiai of Highflyers Publishers for sponsoring my research work financially and giving me lots of encouragement.

ABSTRACT

The quality of education provided to children has been a great concern for a long time since it plays pivotal roles for development of the nations. Quality Assurance and Standards as a formal activity exercised by administrators within a school system, did not begin until the formation of common school in 1880s following population growth in major cities in America. This study investigated the perceptions of teachers on the influence of the supervisory roles of Quality Assurance and Standards Officers in public primary schools' academic improvements in Kiambu County of Kenya. The study provided insights on the relevance of quality assurance and standards services on schools' academic improvements in the county. The objectives of this study were: to investigate teachers' perceptions on the influence of QASOs' supervisory roles in public primary schools' academic improvements in Kiambu County; to investigate teachers' perceptions of the effectiveness of the QASOs supervisory roles in public primary schools' academic improvement in Kiambu County; and to determine whether teachers' perceptions of quality assurance and standards officers' supervisory roles influence academic improvements in public primary schools in Kiambu County. The study adopted descriptive survey research design. The target population was 6,083 public primary school teachers and 515 head teachers. Stratified random sampling procedure was used to get an adequate sample from the population. The study sample size was 341 teachers and 154 head teachers. A pilot study was carried out in three public primary schools whereby, 20 teachers and 3 head teachers selected at random participated. After the pilot study, the researcher modified and corrected the ambiguities in the research instruments appropriately to suit the main study. The reliability of questionnaires was 0.8 and was established using split-half correlation technique. Two types of questionnaires were used to collect data; head teachers' questionnaire and teachers' questionnaire. After fieldwork, data were verified, coded and later analyzed using descriptive statistics. Statistical Packages for Social Sciences computer programme Version 21.0 was used for data entry and analysis. Analyzed data were presented in tabular and figural form. Based on the study, it was established that the perceptions held by teachers on QASOs supervisory roles in public primary schools' academic improvements were positive. Teachers were appreciative of the supervisory roles played by the QASOs towards academic improvements in their schools. The work relations of QASOs and teachers was noted to have improved significantly.

TABLE OF CONTENTS

Content	Page
DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	11
1.3 Purpose of the Study	12
1.4 Objectives of the Study.....	12
1.5 Significance of the Study	13
1.6 Justification of the Study	13
1.7 Limitations of the Study.....	13
1.8 Delimitations of Study	14
1.9 Assumptions of the Study	14
1.10 Definition of Terms.....	14
1.11 Organization of the Study	15
CHAPTER TWO	17
LITERATURE REVIEW	17
2.1 Introduction.....	17
2.2 Instructional Supervisory Roles.....	17
2.2.1 Areas of Curriculum Supervision	20
2.2.2 The Concept of Instructional Supervision	31
2.3 Factors that Impinge on Instructional Supervision	34
2.4 Promoting Staff Development	38

2.5 Concept and Effectiveness of Supervision	40
2.6 Opinions on How Teachers Can Work with QASOS to Implement the Curriculum ..	42
2.6.1 Influence of Supervision on Academic Performance	48
2.6.2 Functions of District Quality Assurance and Standards Officers	50
2.6.3 Types of Educational Supervision in Kenya.....	52
2.6.4 Panel and Subject-Based Inspection	53
2.7 Supervisory Roles of Quality Assurance and Standards Officers as Per the Existing Policy..	54
2.7.1 QASOs’ Roles of Curriculum Supervision.....	54
2.7.2 QASOs Role of Teachers Assessment.....	55
2.7.3 Advisory Role of QASOs and Academic Improvements	56
2.7.4 QASOs’ Administrative Role in Academic Improvement	56
2.8 Teachers Perception as a Driver towards Academic Improvement	58
2.8.1 Function of QASOs as Perceived by Head teachers and Teachers.....	60
2.8.2 Challenges Faced by Teachers.....	60
2.9 Summary of the Literature Review.....	62
2.10 Theoretical Framework.....	63
2.10.1 Don-Elgar’s Theory of Performance (TOP)	63
2.10.2 Abraham Maslow’s Theory of Humanistic Needs.....	65
2.10.3 McGregor’s Theory X and Y	69
2.11 Conceptual Framework.....	70
CHAPTER THREE.....	72
RESEARCH METHODOLOGY.....	72
3.1 Introduction.....	72
3.2 Research Design.....	72
3.3 Target Population.....	72
3.4 Sampling Procedure and Sample Size	73
3.5 Research Instruments	76
3.6 Piloting and Validity of Research Instruments	77
3.7 Reliability of Research Instruments	77
3.8 Data Collection Procedure	79

3.9 Data Analysis	79
CHAPTER FOUR.....	80
RESULTS AND DISCUSSION.....	80
4.1 Introduction.....	80
4.2 Questionnaire Return Rate	80
4.3 Head Teachers’ Demographic Data	81
4.4 Level of Education of Head teachers	84
4.5 Factors Contributing to Teachers’ Perception on QASOs’ Supervisory Roles	85
4.5.1 Positivity of Teachers towards QASOs’ Supervisory Roles Using the Headteachers as Respondents	88
4.5.2 Frequency of QASOs Visits in Schools on Yearly Basis	87
4.5.3 Interaction of QASOs, Teachers and Head teachers.....	90
4.5.4 How Teachers Welcomed QASOs and Embraced their Supervisory Roles.....	92
4.5.5 Reception of QASOs in their Zone	94
4.5.6 Head Teachers’ Description of QASOs Supervisory Roles	95
4.6 Objective Two: Teachers’ Perceptions of Effectiveness of QASOs Supervisory Roles... ..	97
4.6.1 QASOs’ Role of Informing Teachers on Changes in Curriculum.....	98
4.6.2 Frequency of QASOs Supervisory Visits in the Public Primary Schools	99
4.6.3 Role of Promoting Teachers Professional Growth	102
4.7 To Determine Whether QASOs Supervisory Roles Had Influenced Academic Improvements in Public Primary Schools.....	105
4.7.1 Role of Interpreting Curriculum Objectives	106
4.7.2 Role of Orienting Teachers on Suitable Teaching Methods.....	108
4.7.3 QASOs Role in Inducting Teachers on how to Make Good Choice of Textbooks and Other Teaching Materials.....	111
4.7.4 Induction in Curriculum Implementation	115
4.7.5 Role of Assisting in Evaluation of Teaching and Learning Processes	117
4.7.6 Inspection of Professional Documents.....	119
4.7.7 Contribution of QASOs Supervisory Role to KCPE Examinations Results	124

CHAPTER FIVE.....	130
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	130
5.1 Introduction.....	130
5.2 Summary	130
5.3 Conclusions of the Study	137
5.4 Recommendations.....	139
5.5 Suggestions for Further Research	140
REFERENCES.....	142
APPENDICES.....	142
Appendix A:Letter to the Respondents.....	149
Appendix B:Headteachers’ Questionnaire.....	150
Appendix C:Teachers’ Questionnaire.....	154

LIST OF TABLES

Table 3.1: Number of Teachers and Head Teachers and their sample sizes in the Clusters within Kiambu County.....	75
Table 3.2: Reliability statistics of the questionnaires	78
Table 4.1: Questionnaire Return Rate.....	81
Table 4.2: Cross Tabulation of Head Teachers' Gender and their Age Bracket	82
Table 4.3: Level of Education and Age of the Head teachers	84
Table 4.4: Head teachers' Opinions on Positivity of Teachers' perception on QASOs Supervisory Role during Curriculum Implementation	86
Table 4.5: Frequency of QASOs Visits to Schools.....	89
Table 4.6: Ratings on Interaction of QASOs, Teachers and Headteachers during Supervisory Visits.....	90
Table 4.7: Teachers' Reception of QASOs.....	92
Table 4.8: Head teachers' Reception of QASOs in their Zones	94
Table 4.9: Head Teachers' Description of QASOs Supervisory Roles	96
Table 4.10: QASOs Role in Informing Teachers on Changes in Curriculum	98
Table 4.11: Frequency of QASOs Supervisory Visit to Schools.....	99
Table 4.12: QASOs' Promotion of Teachers Professional Growth.....	102
Table 4.13: QASOs Role in Assisting Teachers in Interpretation of Objectives of Curriculum	106
Table 4.14: Frequency of QASOs in Orienting Teachers to Suitable Teaching.....	109
Methods.....	109
Table 4.15: QASOs Role in Inducting Teachers on How to Make Good Choice of Text Books and Other Materials	111
Table 4.16: Number of Head teachers who had been inducted in Curriculum.....	115
Implementation	115
Table 4.17: QASOs Role in Assisting in Evaluating Teaching/Learning Process	117
Table 4.18: QASOs Role in Inspection of Professional Documents and Advice Accordingly.....	119

Table 4.19: QASOs Meeting and Discussion of Observed Lessons with Teachers as Colleagues	123
Table 4.20: Investigations of QASOs Supervisory Roles' Contribution to KCPE Result Improvement	125

LIST OF FIGURES

Figure 2.1: Abraham Maslow's Hierarchy of Humanistic Needs.....	69
Figure 2.2: Interaction among Independent, Dependent and Intervening Variables	71
Figure 4.1: Percentage of respondents based on age and gender.....	82

ABBREVIATIONS AND ACRONYMS

ASEI	-	Activity Student-centered teaching, Experiments, and Improvisation
CDE	-	County Director of Education
CEMASTEAM	-	Centre for Mathematics, Science and Technology Education in Africa
CFS	-	Child Friendly Schools
CUE	-	Commission for University Education
DQAS	-	Directorate of Quality Assurance and Standards
DQASOs	-	District Quality Assurance and Standards Officers
EFA	-	Education for All
FPE	-	Free Primary Education
INSET	-	In-service Training
JICA	-	Japan International Cooperation Agency
KCPE	-	Kenya Certificate of Primary Education
KEMI	-	Kenya Education Management Institute
KESI	-	Kenya Education Staff Institute
KICD	-	Kenya Institute of Curriculum Development
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
KRT	-	Key Resource Teachers
MOE	-	Ministry of Education
MOEST	-	Ministry of Education, Science and Technology
MoEHR	-	Ministry of Education and Human Resource
P1	-	Primary One Teacher's Certificate
PDSI	-	Plan-Do-See-Improve
PhD	-	Doctor of Philosophy
QASOs	-	Quality Assurance and Standards Officers
SbTD	-	School-based Teachers' Development
SCDE	-	Sub County Director of Education
SEP	-	School Empowerment Programme
SMASE	-	Strengthening Mathematics and Science Education
SPSS	-	Statistical Packages for Social Science
SWOT	-	Strengths, Weaknesses, Opportunities and Threats
TAC	-	Teachers' Advisory Centre
TOP	-	Theory of performance
TPC	-	Teachers Proficiency Course
TTC	-	Teachers' Training College
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The quality of education provided to children has been a great concern for a long time since it plays a pivotal role in the process of development of nations. Hence, quality concerns in education are national priorities for all nations. Quality assurance and standards as a formal activity exercised by administrators within a school system, did not begin until the formation of the common school in 1880s following population growth in the major cities of America (Bray, 2009). According to Oleyemi (2001), between 1960 and 1970 supervision in America was perceived to be a means of improving classroom work through classroom visitation and observation techniques, hence, co-operative and coordinative aspects of school administration became a practical reality. Supervision started to become more teacher-friendly.

According to Satesh (2011), in Asian countries such as India, Malaysia and Thailand, supervision has become an integral component and process in operation of schools. Similarly, in Australia, Gurr (1999) noted that many institutions, in their attempts to reform and innovate supervision, are increasingly relying on in-school or community-based strategies to complement, if not replace, external supervision and support. In Nigeria, there was the complaint about the low performance of children, high dropout rate and failure rate, poor reading and writing skills among students at all levels hence supervision of schools was a vital requirement. Oleyemi (2001) noted that the

depreciation that had endangered public schools was undoubtedly the major cause that led to the emergence of private schools in the country.

Quality assurance and standards has been a thorny issue both regionally and internationally. In South Africa quality education has been compromised with high number of learners compared to teachers. However, the country has expressed its seriousness in managing quality in education. According to Rimantas (2011), there are several areas in which the quality assurance and standards officers are facing problems. These problems include; short time frames and notices, very many schools awaiting assessment, unavailability of transport and shortage of assessment tools and materials especially demonstration materials for guiding teachers as they asses.

According to Covington (2011), in Scottish schools, the initiative of quality was formally launched as a partnership between schools, education authorities and the Scottish office. The purpose was to raise education standards and acquire excellence through improving the quality of educational provisions in Scottish schools. Covington (2011) pointed out that the quality initiative in Scottish schools was improved to include a culture of co-operation, collaboration and consultation.

Ngwagu (2000), reported that Nigeria has experienced massive growth in aspect of quantitative growth. In the process however, quality seems to have suffered with all the attendance consequences. Without quality, education becomes wastage and even poses danger to individual beneficiary and the society. The quality of education in Nigeria

being provided for children has been a source of grave concern for a long time. Quality control practices in Nigerian education are based essentially in school inspection, monitoring and control. Due to the increased population in schools, the quality of education in schools had gone low calling for attention from both the government and stake holders.

Today, many countries are restructuring school management to replace quality control with quality assurance. Indeed, goal six of the Education for All (EFA) agenda specifically focused on improving all aspects of quality in education by ensuring excellence so that recognizable and measurable learning outcomes are achieved by all in literacy, numeracy and essential life skills. According to Teachers Proficiency Course (2006), Quality Assurance and Standards Officers (QASOs) are charged with the role of advising the government on trends obtained in learning institutions particularly in areas of access, quality, gender, enrolment, wastage, curriculum evaluation and in-service training of teachers among others.

According to Farrant (2009), quality assurance and standards in school is the process of ensuring and maintenance of improvement in instructions, and schools in general through visits by quality assurance and standards officers. The process helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. According to Ojogwo (2010), through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations, and levels of consistency across teachers and schools. Ojogwo (2010). In

the planning and coordination of professional development activities, it is important that a partnership and inter-establishment approach is adopted to ensure cross-service and cross-sector working on standards and expectations. According to Ndiso (2013), QASOs are fundamental to academic performance and are supposed to plan and work closely with teachers.

Nyambura (2013) emphasized that quality assurance in education is part of the day-to-day work of pre-school centers, primary, special and secondary schools, services and local authorities. QASOs and teachers use a wide range of activities to ensure that high standards are maintained and outcomes improved for children and young people in learning institutions Olayemi (2001), observed that academic improvement includes monitoring, self-evaluation and planning for improvement. Aduwo (2013) contends that QASOs input is notable and that rigorous although robust quality assurance gives confidence in teachers' judgments during curriculum delivery and provides assurance to parents and other stakeholders that all learners receive appropriate recognition for their achievements in line with agreed national standards and that both teachers and learners are progressing in line with expectations. Mareche (2012) adds that supervision mode has changed greatly since QASOs are friendlier to teachers than was observed by Ndegwa(2001) there before.

According to UNESCO (2007), improving quality and maintaining standards in education have been a major concern in most education systems of countries all over the world. Continued efforts by most governments to provide quality education have all along been ensured through regular supervision of the educational institutions. Different countries

organize their supervision of curriculum implementation in different ways, depending on its role and what is expected of it. The United Nations Educational, Scientific and Cultural Organization UNESCO (2007) points out that, the supervision service is supposed to offer regular advice and support to teachers and schools. The Organization goes further to note that, most countries have very similar supervision structures, with education officers playing a key role in supervision of schools curriculum implementation by teachers.

According to UNESCO (2007), without supervision in schools, the learning institutions are likely to implement learning materials which are irrelevant while others may be way out of the scheduled syllabus of the learners. Supervision helps to control the implementation of curriculum process.

Kamindo (2008) noted that many teachers have never attended upgrading courses throughout their long serving service in their teaching Kamindo further explains that occasionally these teachers are visited by much loathsome QASOs whose major role is supposed to guide the practicing teachers. However, according to Kamindo (2008) QASOs visit schools only when there is crisis thus their advice may not be adhered to by the teachers and their roles may not be positively received.

According to Waititu and Orando (2009), the role of QASOs has been to ensure quality delivery of the curriculum in the classroom. However, considering the rising demand to promote the quality of education, QASOs have found their mandate expanded in matters beyond the classroom, such as participation in the planning of in-service training (INSET) at sub-county level and ensuring INSET attendance by teachers. The

involvement of QASOs in staff development activities is seen as an avenue to improve quality of education hence improved education standards in the institutions.

According to UNESCO (1998), the potential for in-service education to secure a systematic improvement in the quality of education has been recognized since the 1960s. The 1966 Recommendation concerning the Status of Teachers emphasizes the teacher's right and obligation to stay current in education. UNESCO (1998) emphasizes that formal officially organized programmes became common from the 1960-70s onwards. In some countries in Africa, Asia and Latin America, it was necessary to train entire cohorts of unqualified teachers who had been hastily recruited to meet the demand due to the expansion of student enrolments. In other countries the impulse came from major changes in school curricula.

In-service training and continuing education is a boost to educational quality and career development and has to be clearly marked as a necessary element undoubtedly improving, educational standards in learning institution and the effectiveness of a school as part of the learning environment. Appropriate continuing in-service education is much more important especially because of the "ageing phenomenon" of educational personnel and the simultaneously increasing speed of technical and methodological progress and innovation. For proper updating of both QASOs and the teaching personnel, inservice-courses are a crucial requirement.

Eshiwani (1993) states that the already established 8-4-4 system of education declared that 'the trained teachers require some in-servicing to tune them up for the 8-4-4 system of education'. Eshiwani (1993) further advised that because the improvement of education depends mainly on the improvement of teacher competency, there is a need for systematic upgrading and training programs for primary, secondary and third-level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teachers through in-service training.

Wanga (1988), in commenting on in-service training for schools heads, concluded that there is a great need for courses to be provided for head teachers and the senior staff to enable them to train and supervise their staff more effectively. In order to improve educational standards, in-service training is vital to professional growth for teachers and head teachers. On this point, Wango (2009) noted that head teachers and teachers need continuing professional development in order to maintain and upgrade their skills in teaching for improved standards. Beach (2000) contended that teachers who attended workshops and seminars on their administrative roles improved their performance significantly. Such teachers have better understanding of the school and the learners which enhances their performance as well as the performance of the learners and also makes the community as well as all stakeholders appreciate that the school is basically in the right track.

Blumberg (1980) states that supervision of instruction has gone through various periods of development. Between 18th and 19th centuries, supervision concepts and behaviors

were characterized by inspection for control, and inspectors were non-professionals. Their major function of supervision was making of judgments about teaching and learning. Most of the decisions were based on the recommendation of the supervisors which, was commonly transfer of teachers from school to school. Attention was given mainly on the teachers' ability to teach and control pupils rather than improvement of instructional procedure and academic improvement. From 1960, supervision was shifted from administrators to professionals, for example, principals, head teachers and officers from District Education Office (Marete, 2012)

The shift of supervision from administrators was necessitated by some of the complexities of the school systems and the additional of specialist of subjects to the school curriculum. However, emphasis remained on inspectional functions relating to the school instructional program. Gradually this concept of instruction improvement in the relation to the supervisors and teachers has been changing. Over the years, schools' inspectors' behaviour in Kenya towards teachers has been criticized by Kenyan teachers. The major concerns are associated with unprofessional conduct of school inspectors. Wango (2009) noted that the conduct has had serious implications on teaching and learning to the extent that "a private cold war" has developed between teachers and inspectors.

Some school inspectors have been criticized for being harsh on teachers and for harassing teachers even in the presence of their pupils (Kamuyu, 2001; Ndegwa, 2001). According to Isiolo (2000), many schools inspectors look down upon teachers with resentment and

suspicion, and demand bribes from teachers so as to make favorable reports. Some are said to be dictators and have taken the attitude of “do as I say or get in trouble”, or at times they are not polite to the teachers. This kind of relationship between teachers and QASOs might have generated a negative perception on the side of teachers towards the QASOs supervisory roles. Consequently, this may impact negatively on the academic improvements since teachers are not motivated as their efforts may have been watered down by the poor relationship between them and the QASOs.

According to Kamuyu (2001), some inspectors behave like outsiders whose sole mission is to work against teachers to prove that no teacher is competent. Kamuyu further pointed out that some inspectors reportedly visit schools to harass teachers instead of helping them solve professional problems and challenges that teachers encounter in schools as they execute their duties. In addition, she observed that there have been poor relationships between inspectors and teachers. Ndegwa (2001) also stated that teachers have regarded inspection as a stressful experience due to the fear of the unknown. Wango (2009) adds that the questionable behavior of school inspectors makes teachers feel “small’ and demoralized hence teachers live with anxiety and are unable to discharge their duties well. These observations indicate that education standards, including academic improvements may have been compromised because teachers are not given a chance to point out the shortcomings they note during inspection on the side of inspectors.

Teachers on the other hand do not readily accept or recognize any short comings identified by inspectors since they are pointed out under duress. According to Mareche (2004) teachers lack professional commitment to their work. Even after the attitude of inspectors have changed, some teachers still view them with the earlier mindset teachers used to have about inspectors during colonial era, that is, as intruding policemen who always look for potential faults. Mareche (2004) stated that many teachers who have served for a long time have not attended any refresher courses so they still uphold to their old ways of doing things. Such teachers develop a great deal of anxiety about inspection and consequently are unable to carry out their duties well.

Ndegwa (2001) explained that teachers generally felt threatened by inspection and that an inspector's presence in the classroom was intimidating. This minimizes opportunities for meaningful dialogue between teachers and inspectors especially after inspection. Ndegwa adds that teachers do not therefore understand and never have they been engaged in the designing of instruments that are used to evaluate them while discharging curriculum and co-curriculum duties.

In Kenya, the inspectors have acquired a new title, quality assurance and standards officers, which, on the face value seems to be school-friendly. While their mode of operation may not have significantly changed, this new title may have changed teachers' perception on the inspectors' roles in schools.

According to the Kiambu County Directors' Report released in a head teachers' meeting held on 1st February 2013, the County was position 28 in the Republic in KCPE 2012 results. The mean score for public primary stood at 229.4 out of 500 marks. It was assumed that change of perceptions of QASOs supervisory roles by teachers would contribute to academic improvements in the county. According to Kiambu examination analysis report of 2008, the KCPE mean scores of both public and private schools for the then Kiambu district that constitutes the County today were 241.03, 244.88, 245.26 in the years 2006, 2007 and 2008 in that order. When analyzed separately, results showed that in 2008, the public primary schools had a mean score of 213.87 compared to 229.4 in 2012; an indication of positive improvement over time. There was therefore need to determine teachers' perceptions on the influence of quality assurance and standards officers' supervisory roles on pupils' academic improvement in Kiambu county.

1.2 Statement of the Problem

The major roles of DQASs is to establish, maintain and improve education standards in the country. DQAS is also mandated to coordinate, monitor and advice on curriculum delivery in schools. QASOs are charged by DQAS with specific roles such as, conducting assessments in schools, overseeing examinations, syllabus coverage, curriculum monitoring and implementation. Though the QASOs' roles in curriculum supervision are crucial, QASOs rarely visited public primary schools in Kiambu County thus rendering their roles almost insignificant in curriculum monitoring. QASOs roles had not been perceived positively by teachers as over the years, they tended to create stressful anxiety and fear among teachers that later affect teachers' performance in curriculum

implementation. There are no studies that had been undertaken to establish the current perception of teachers towards QASOs supervisory roles in this Kiambu County. Since Kiambu County has been registering academic improvements since 2008, this study therefore sought to determine teachers' perceptions towards QASOs supervisory roles.

1.3 Purpose of the Study

The purpose of this study was to investigate teachers' perceptions on the influence of Quality Assurance and Standards Officers supervisory role on pupils' academic improvement at public primary schools in Kiambu County of Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To investigate teachers' perceptions of the influence of QASOs' supervisory roles in public primary schools' academic improvements in Kiambu County.
- ii. To investigate teachers' perceptions of the effectiveness of QASOs supervisory roles in public primary schools' academic improvements in Kiambu County.
- iii. To determine whether teachers' perceptions of QASOs' supervisory roles influence academic improvements in public primary schools in Kiambu County.

1.5 Significance of the Study

The findings of this study are expected to be of use to planners of primary education in the Ministry of Education, Science and Technology curriculum implementers such as teachers as well as Quality Assurance and Standards Officers. These officials are involved in planning, implementation and supervision of curriculum. The study is also expected to be used as a reference by other researchers who may be interested in carrying out further research in the same area of study or related areas.

1.6 Justification of the Study

The study focused on the perceptions of teachers on the influence of QASOs' supervisory roles in academic improvement in Kiambu County. The study established the perceptions held by teachers, as these may have affected the quality of work relations between teachers and QASOs in their combined effort to improve academic work in public primary schools in the County. Studies had been carried out on role of inspection in schools, relationship of inspectors and school personnel but not on perception of teachers on the influence of QASOs supervisory roles on academic improvement in public primary schools of Kiambu County.

1.7 Limitations of the Study

The following limitations underpinned this study: Respondents' truthfulness and frankness while answering the questions in the questionnaires were never guaranteed; respondents data and confidentiality of information resulting in presentation of socially acceptable responses, which could have hidden the truth. To improve the quality of

answers given by respondents, the researcher assured them of the confidentiality of their identities and emphasized that there were no right or wrong answers.

1.8 Delimitations of Study

The study only covered the perceptions of teachers on the influence of QASOs' supervisory roles on academic improvement in public primary schools in Kiambu County. The target population included teachers and head teachers since head teachers are class room teachers and also major players in curriculum implementation. Headteachers also conduct instructional supervision at school level.

1.9 Assumptions of the Study

In the course of this study, it was assumed that: The respondents to the instruments of the study understood the concept of quality assurance and standards in education and the supervisory roles of QASOs in Kiambu County.

1.10 Definition of Terms

The following are the definitions of terms as used in the study.

Academic improvement refers the positive index noted in pupils' performance after testing and evaluation.

Assess refers to the act of overseeing and checking how education is offered in an educational institution and carefully making judgment about it then communicating back.

Attitude refers to the individual's state of mind affecting ones thoughts or feelings towards situations or other people.

Inspection refers to an official process of checking that teaching and learning materials are as they should be in an educational institution.

Negativity refers to lack of enthusiasm or hope in an issue

Orange Book refers to a booklet containing the recommended list of text books by Kenya Institute of Curriculum Development.

Perception refers to attitudes, feelings and opinions of a person or group of people towards an idea, other people or an institution.

Positivity refers to expressing a response which portrays agreement or support of an issue.

Quality assurance and standards refers to the process of ascertaining that teaching and learning is going on well in educational institutions through maintenance of the set possible level of achievement by learners, productivity of a school and successful implementation of curriculum.

Supervision refers to the act of overseeing of the teaching and learning processes by a neutral person in a learning institution.

1.11 Organization of the Study

The study is organized in five chapters. Chapter One is the introduction to the study with a focus on background to the study, statement of the research problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, justification of the study and definition of key terms of the study. Chapter Two entails the literature review, theoretical framework and conceptual framework. Chapter Three consists of research

methodology with a focus on study design, target population, sample and sampling technique, description of research instruments, reliability of instruments, validity of instruments, data collection procedure and data analysis techniques. Chapter Four comprises of data analysis, presentation and interpretation as well as discussion of the findings of the study. Chapter Five comprises of summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature review, theoretical framework and conceptual framework.

2.2 Instructional Supervisory Roles

Many countries in the world, according to Okumbe (1999), have developed some means of monitoring the quality and standards of their education systems. In most cases, the monitoring process involves supervision by inspection of educational institutions such as schools. According to Okumbe, supervision and inspection have been used interchangeably and the core meaning is 'ensuring maintenance of quality and standards in school by officers mandated by government to do so'.

According to EFA agenda (2003), the critical role of supervision as one of the dominant strategies for monitoring and improving the performance of education systems in schools cannot be over emphasized. Inspection is concerned with the improvement of education and should be an integral part of a school improvement programme.

According to Kamindo (2008), instruction supervision refers to be activities concerned with maintaining and increasing effectiveness in teaching performance It involves leadership and studying, improving and evaluation teaching and learning. Okumbe (1999), concurs with Olembo (1992), that supervision is providing instructional

effectiveness through guiding and influencing teachers and learning to learning behaviour in order to achieve educational goals.

They further noted that in order for a school to perform effectively and efficiently, it should have a foresighted educational leadership based on sound management principles, techniques meaning that there should be sound supervisory strategies and skills in primary schools. Olembo (1992), established that the quality of school output is determined by nature of inputs and effectiveness of tasks carried out on transforming these inputs to outputs.

Supervision can be described as an interaction between at least two persons for the improvement of an activity. According to Fischer (2005), supervision is meant to assist in the organization and implementation of curriculum programmes for the learners. It should help teachers apply the latest skills acquired on education, which are relevant to their teaching. The ultimate goal of supervision is to achieve an improvement in the quality of learning by the learners and is concerned in improving effectiveness.

Glickman (2009) defines supervision of instruction as the process through which the head teacher attempts to work with teachers and other staff members cooperatively to improve teaching and learning in the school. In a nutshell, supervision of instruction is a developmental process through which instructional leaders can reinforce teaching practices that improve student learning amounting to academic improvements.

According to Ndegwa (2001) it was a habit of inspectors to watch the teachers at work, hear children read, set them arithmetic and composition tests and then gave their findings to the teachers. The inspectors were expected to write a report of the inspection after doing it. Today's inspection approach is cooperative. It concerns itself with the improvement of the total teaching and learning situation. It enlists the cooperative efforts of all the school staff in the study of educational problems in the school. Attention is directed to the function and operation of the processes and the contribution of all members of the group, is deliberately sought. As reported by Maicibi (2003), without proper supervision improved academics cannot be realized in schools. Maicibi (2003) insisted that the Quality Assurance and Standards Officers has ignored their roles of visiting schools and offering necessary advice on improvement of quality curriculum implementation. Ndegwa (2001) established that supervisors lack skills and techniques to contribute to the adequate performance of supervisory roles and the roles are not adequate.

Kamindo (2008) said that supervision is what a school personnel has to do with its teachers and their duties to maintain or change the school operation in a way that directly influence teaching processes employed to promote pupil's learning which is directed towards maintaining and improving teaching learning process of the school. Glickman (2009) reported that instructional supervision in school by administration is about observing and evaluating lessons in a classroom, taking comments on teacher's performance and sharing suggestions for improvement. The process of instructional supervision in primary schools is conducted by the administrators which include the

headteachers the QASOs or deputy Headteachers. It involves face to face classroom visit to observe and evaluate teachers as they teach and the way in which they handle learners.

According to Glickman (2009), when QASOs visits schools, they check if every class has a copy of the school timetable displayed in the classroom. The QASOs guides the teachers in planning effectively to ensure that time management is observed by every teacher in the entire school. The length of instruction periods should be correctly followed to enable the teachers to complete the syllabus in the set date by the school. The Quality Assurance and Standards Officers observe how a teacher observes time in every subject he or she is handling and how he or she keeps time in planning and carrying out instructions in the classroom. The QASOs will ensure that all parts of lesson plan takes the time allocated for each part in effective time management.

2.2.1 Areas of Curriculum Supervision

Republic of Kenya (2005) states that in Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This leads to calls for the strengthening of Directorate of Quality assurance and standards, particularly improving the knowledge, skills and attitudes of the officers who carry out the supervision of education in educational institution.

Quality assurance and standard officers are persons appointed by the DQAS, which is a department in the ministry of education to supervise curriculum implementation in schools.

They, therefore, need special training as QASOs because this job is not the same as that of teaching since most of the QASOs are trained teachers by profession who are later promoted to be QASOs. Their function is to see what is going on in schools as a whole and at the same time visit the classrooms in particular and observe teachers while they teach and perform classroom activities.

There are many areas in which teachers are supervised during supervisory visits by QASOs; one of them being curriculum implementation. The most critical area supervised is the syllabus covered. KCDI has the mandate to make syllabus for all formal education levels of basic education. Syllabus coverage determines pupils' performance in examination because pupils are tested generally from any topic in the syllabus and if any school doesn't cover all the topics in the syllabus, and then it will be disadvantaged.

Nias (2010) highlights that proper syllabus coverage will depend on time management in the school by head teacher, teachers and students. Campbell (2008) observes that effective and efficient management of curriculum and instruction in educational institutions is a basic requirement for achievement and improvement of academic performance in learning institutions.

Learning time can be maximized when classroom time is used effectively; such as, when teachers waste less time by starting and ending instructional activities, select curriculum materials which are appropriate to the students and when teachers spend more time

preparing for the lessons, these preparations raises the quality of instruction and coverage of syllabus within specified time and improves students' achievements

Kosgei (2012) argues that teacher commitment, perception of supervision, and engagement to assist the weak pupils during remedial classes have been identified as amongst the most critical factors in the success and future of education. It contributes to teacher's work performance as well as having an important influence on student achievement. Martys (2009) wrote that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. He claimed that low levels of teacher commitment results into decreased pupil's achievement in academic performance, than in areas where teachers were found to be committed to their responsibilities, learners performed well. It is important to note that teachers' commitment to their duties is quite significant to pupils' performance. Committed teachers tend to produce good results at national examinations. Kosgei (2012) asserts in his study that monitoring progress in curriculum implementation is very critical to academic performance.

Fischer (2005) noted that scrutinizing schemes of work, lesson plans and work covered by teachers are also supervisory roles of QASOs. Availability of these teaching materials in schools is an indication of good teaching going on amongst teachers, and the expected outcome is improved pupils' academic performance.

Wango (2009) and UNESCO (2004) stated that, a major purpose of inspection is to collect a range of evidence, match the evidence against a statutory set criterion, arrive at

judgment and make those judgments known to public. The role of inspection is to monitor the education standards, quality, efficiency and ethics of the schools and to inform the government and general public on such matters. Stakeholders should be advised on all education matters pertaining delivery of service, assessment and provision of resources. Sanka (2014) stressed that supervision is seen as a powerful way of monitoring the education system, tracking standards and performance level over a period of time and of identifying school failures. Supervision has its underlying benefit; it gives an opportunity to observe classroom and offer a basis for discussing development of schools by inspectors with the head teacher. Supervision by inspection is a strategy of ensuring that an inspection gives school inspectorate an opportunity to learn about schools, head teachers, teachers, students and parents hence find a way forward of ensuring quality education is offered in Schools. Inspection can be a learning experience to those involved.

Republic of Kenya (1999) reported that supervision by inspection has for long been a major device employed by the Ministry of Education to monitor the quality of education offered in the country. The Kenyan philosophy of education embraces the inculcation of high quality instruction. Quality education has been equated to high standards taken as asset of criteria against which a system or institution is judged. The legal basis is in the Education Act (Chapter 211) Section 18 of the Laws of Kenya, which empowers the Ministry of Education (MOE) to promote the education of the people of Kenya.

The Department of Quality Assurance and Standards which was established in 2004 used to be called “*the Inspectorate*”. It changed this in 2004 to be called the “*Department of Quality Assurance and Standards*”. This demonstrates the importance the Government of Kenya is placing on issues of quality education. The mandate of this department is to ensure quality and standards in education in Kenya by working closely with other stakeholders in the education sector.

According to Republic of Kenya (2000), the mission of the Department of Quality Assurance and Standards (DQAS) is ‘to establish, maintain and improve educational standards in the country’ while the vision is ‘to provide quality assurance feedback to all educational institutions in Kenya’. Wasanga (2004) cites that the purpose of quality assurance in education is to have an overview of the quality of education in Kenya based on agreed ‘All round performance’ indicators of the performance of an educational institute. According to Republic of Kenya (2000), experience has shown that some schools are good at recycling their inefficiencies in the name or under the cover of tradition and experience. Supervision is therefore carried out with the purpose of ascertaining whether the institutions have added value to the education of their pupils. To establish value added the QASO compare the entry behaviour of learners with the end results.

When QASOs visit learning institutions, they get to know about the actual classroom teaching. According to Fischer (2011), the visits enables QASOs to make a report on the observations made and make recommendations to correct the situation. QASOs play

important role in the education system since their work is aimed at achieving higher standards of education for pupils as well as professional development and individual fulfilment for teachers. QASOs are seen as advisors who are expected to offer guidance to teachers and schools create awareness of the existing rules.

According to Wassanga (2004), the role of QASOs can be summarized as that of assessing and evaluating the educational programmes at all levels. The main aim of QASOs carrying out these roles is to achieve higher standard of education for pupils as well as professional development for teachers.

Wasanga (2004) spells out the role of the DQAS as that of inspecting all educational institutions regularly and compiling appropriate report; advising the government on the type and quality of education being offered in the country; advising the government on the trends in the learning institutions in areas of equity, access, equality, gender enrolment, wastage and retention among others; reviewing the teaching and learning materials in collaboration with KICD; advising on curriculum evaluation in collaboration with KNEC; assisting quality development service with the design of in-service training programmes for teachers; advising stakeholders on education matters pertaining to curriculum delivery assessment and the provision of resources; monitoring and advising on standards in education based on ‘all round standard performance’ and to develop quality national examinations to assess the quality of education in the country.

The DQAS executes its responsibility through its officers known as Quality Assurance and Standards Officers (QASO) or Educational Inspectors. An Educational Inspector according to the Republic of Kenya (2000) is an official of the MoEST who identifies and provides feedback on strengths and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the academic achievement of their pupils. QASOs do this by carrying out supervisory visits to schools. DQAS major aim is that QASOs will report to the educational institutions, so that they can plan to improve the standards of education that are being offered to their pupils. It operates under two complementary objectives - quality assurance and quality development.

Quality assurance is achieved through supervision of institutions and reporting on these supervisions to the institutions and to the Ministry of Education. It is also achieved through assessing the curriculum implementation through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of teaching and learning materials.

The major responsibilities of the DQAS include conducting of public examinations in conjunction with the Kenya National Examinations Council (KNEC), approval of syllabus as well as instructional materials before being used in schools in conjunction with Kenya Institute of Education (KIE), and supervision of learning institutions.

According to the Republic of Kenya (2000), the role of the DQAS is three-fold: advisory, inspectorial, and administrative. The advisory role involves inspecting all educational institutions regularly and compiling appropriate reports. During QASOs visits, the officers carry out classroom assessment, meet with teachers after the assessment and discuss on areas that need enhancement and the ones that need remedy. The administrative role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions.

Okumbe (1999) stated that inspection is an old concept in management whose basic concept is that of autocratic management aimed at ‘catching’ workers red-handed; a fault-finding activity. This perception seems to have been changing due to the fact that, the Ministry of Education wants inspection to be perceived as being an official process of checking that things are as they should be in educational institutions.

Ndegwa (2001) noted that inspection of schools in Kenya has at times been marked by impromptu, irregular visits by some inspectors with the objective of ‘catching’ the teachers doing wrong. Ndegwa (2001) reported earlier that some schools were visited and teachers supervised more frequently than others. Some inspectors are associated with harsh colonial overtones and a master type of relationship. Wango (2009) also stated that negativity and lack of commitment to inspection may be attributed to lack of appropriate incentives associated with inspectorial role of school inspectors. Further to that, there seems to be lack of recognition for inspectorial role by the government authorities. Wango argued that due to apparent lack of incentives, there is lack of commitment and initiatives

on part of school inspectoral roles which might have led to the inspectors performing inadequately.

In Kenya, QASOs were previously known as inspectors of schools under the Ministry of Education's inspectorate department. According to Kamotho (2001), the mandate of school inspection system was to ensure policy implementation regarding effective instructional procedure and wholesome learning environment (Kamotho, 2001). Kamotho (2001) also insisted that supervision should ensure gender equity, gender equality and ensure there is appropriate teachers-pupil ratio so as to cater for learning needs of learners and provision of adequate resources hence achievement of quality education. The inspectorate thus becomes a critical link between the central education authorities and the school system, in its mandate, despite change of name and different administrative perspectives.

According to Wasanga (2004), a major role of QASOs is monitoring and advising on standards in education based on 'all round standard performance' indicators. This role is aimed at promoting the quality of education and improving academic achievement. Low quality of schools is widely recognized as a serious problem in the developing countries. There is substantial evidence of decline in quality of education in many developing countries even at a time when donor assistance has been directed towards the improvement of education. Wasanga (2004) further observes that the problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth.

According to Wango (2009) quality assurance is aimed at promoting the highest possible standards through external evaluation of the school work. Quality Assurance and Standards Officers to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at any time with or without notice. Quality Assurance and Standards is related to learner's welfare and participation. These entail to gender, guidance and counselling, clubs and games and special needs education. MOEST (2000) states that the purpose of Quality Assurance and Standards is to ascertain whether there is added value on the education offered in learning institutions.

Quality Assurance and Standards Officers seek to monitor whether there is improvement in teaching and learning in schools. Monitoring of education standards through regular assessment is an important part of the provision of quality education as it is an essential function for the operation of schools. According Wango (2009) findings, the head teachers explained that panel assessments had been carried out with a view of examining the strengths and weaknesses of the schools and suggesting interventions that were to be administered for the improvement of educational standards. They indicated further that the panels usually consisted of the Provincial Quality Assurance and Standards Officer, Directorate of Quality Assurance and Standards, Zonal Quality Assurance and Standard Officer and Provincial Auditor from the provincial director of education's office and district auditor from the district education office.

It was noted that in most cases, before assessment, notices were not given to schools hence head teachers and teachers were caught unawares. Such assessments cannot be

meaningful since they portray fault finding missions. Republic of Kenya (2000) recommends that supervision duration be at least two days for thorough assessment of a particular institution.

According to the Ministry of Education (2000), the purpose of QASOs is to ascertain whether there is added value on education (MoEST, 2000). Quality Assurance and Standards seek to determine whether there is improvement in teaching and learning as well as other areas of the school. Quality Assurance and Standards is concerned with quality development. Quality development deals with development technology and learning services and provision of opportunities for staff development. Advisory services are given to school management. According to MoEST (2000), curriculum implementation, teaching, learning and examinations are meant to assess their achievements

This supports the Ministry of Education vision which is quality education for development, (MoEST, handbook for inspection 2000). Quality Assurance is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high quality education. It is also a thorough method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement. Quality Assurance is also a means of disseminating information regarding the quality of all levels of education. The enrolment of children in school, the challenges of access, quality and quantity of teaching whereby

the issue of educational facilities must be resolved if schools are to offer quality education.

According to Wango (2009), Quality Assurance includes defined standards of achievement, documented procedures for all identified processes, established ways of responding to issues and clear accountability for outcomes. The maintenance of Quality Assurance and Standards in schools substantially depends on the Quality Assurance and Standards officers.

DQAS is mandated to work in curriculum development, implementation, evaluation, quality assurance and standard assessment through. For instance, they review teaching and learning materials in collaboration with Kenya Institute of Curriculum Development and publishers. According to Sallis (2002), DQAS liaises with Kenya Institute of Curriculum Development in quality development service with the design of in-service training programs whenever curriculum is revised and also advises stakeholders on Education matters parting to curriculum delivery assessment and provision of resources.

2.2.2 The Concept of Instructional Supervision

According to Peretomode (2004), instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. Peretomode (2004) sees it as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a

way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than inspect. Instructional supervision is a service activity that exists to help teachers do their job better. An instructional supervisor may be an official sent from the Ministry of Education or Teachers Service Commission (TSC).

According to Adikinyi (2007), instructional supervision is a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish teachers, but rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

Quality assurance is seen as a proactive approach to production processes in the manufacturing sector. The origin of quality assurance can be traced to two Americans (W. Edwards Deming, Joseph Juran) and a Japanese (Ishikawa) who were identified as exercising the greatest influences on the total quality approach to management. According to Bateman (1999) Total Quality Management (TQM) refers to an integrative management approach to customers satisfaction through a variety of tools and techniques meant to achieve high quality of goods and services. Therefore, Total Quality Management and Quality Assurance are used interchangeably in modern trend to refer to

integrative approach of management through the efforts of all, both top and lower employees towards improving the organizational practices that will produce the best output to the satisfaction of customers.

According to Pawlas (2001) “quality management is the aggregate of all efforts from the top management to the lowest level of the organizational hierarchy geared towards doing the right things first and all the time and continually striving for improvement”. Etindi (2000) states that quality management requires the attention of education managers in the input-process-output framework to achieve any success since quality encompasses quality in people, process, service and products. In this case, teachers are the people, the processes is the schooling, teaching, assesment and supervision are the services offered and the products are the pupils achievemtn in the academic performance, moreso, in external examinations.

In the same vein Pawlas (2001) states that each element in the input-process-output framework of education enterprise should be of an acceptable quality to ensure high quality in education. This means that if educational inputs (financial and human resources) such as funding, learner enrolment, quality and quantity of teachers are in the right proportion, learner/teacher ratio, curriculum, textbooks, school materials and facilities etc are adequately, proportionately and timely provided for education delivery, quality management is on the right course. Similarly when the process of delivering the educational service is monitored, checked, encouraged and improved for efficiency and effectiveness, the end product would be of high quality of learning. At this point, how

learning is organized and checked, the content and quality of what is taught, the number of teaching hours and contact hours ascertained, assessment and graduation procedures are determined. After this input and process, the output is now evaluated to ascertain attainment and standards which determine their relevance and fitness have been realized. That is, have the students actually gained the knowledge, skills and attitude required of them for achievement. It is quite encouraging to have a large percentage of students completing a course of study and obtaining the required certificate. It is also motivating to have products who satisfies the societal expectations and customer needs in their field of career. The feed back or data derived from this input-process-output help the education managers to replan, adjust and improve where necessary for quality outcome so as to measure up with the ever-changing political, social, economic scientific and technological demands of a country.

As Archibong (2008) points out, in social service industry like education, productivity is difficult to measure because it is the same students who go in as raw materials that undergoes the transformational process (teaching/learning) and now come out as finished products (graduates) the unit of measurement is to large extent behaviorally.

2.3 Factors that Impinge on Instructional Supervision

The following are inhibitors of the instructional supervision:

- i. Inadequate time for supervision, according to (Acheson and Gall, 2003).
- ii. Blurring of supervision resulting to too many conflicting roles (Kilonzo (2013).

- iii. Teachers' resistance to evaluation and negative attitude to supervision, as cited by (Gurr, 2003:6). Available literature show that the attitude of teachers depended largely on the approach used to supervision or the type of supervision used.

The Education Journal (2015) stated that another challenge of QASOs is inadequate logistic and financial facilitation as well as laxity by certain schools to implement QASOs supervisory reports on strategies geared towards the enhancement of performance of students in national examinations.

Quality assurance and standards is a fundamental activity as noted by Sobe (2013). Since it is fundamental, it should be part and parcel of the school improvement program. This implies that it becomes a regular activity and not a onetime impromptu activity. In this way, it ensures that what goes on in schools is in line with the requirement of education. According to the hand book for inspection (2000), QASOs should discuss the summary of the findings of the inspection report at the end of the inspection visits. This creates a platform where teachers can be reflective of their work, help QASOs to get feedback from the teachers and it is also an opportunity for healthy interactions between teachers and QASOs.

Sanka (2014) adds that it is the responsibility of the QASOs to improve on enhancing teaching and learning methods for teachers to improve their school standards of Education. According to Kilonzo (2013) support from the Ministry of Education QASO

department is crucial to schools performance. This is so because, quality assurance and standards is concerned with encouraging members of a work unit to contribute positively towards accomplishment of goals and objectives. It is worth noting that QASOs should foster teamwork so that teachers can appreciate and practice the transition of centrally developed curriculum guidelines into interestingly classroom activities, which nurture the initiative, and creativity of learners (Sanka, 2014).

Koech (2014) asserted that, monitoring and advising on standards in education and training is based on all round standard performance indicators in both curricular and co-curricular activities. Further, Koech explained that the co-values of DQAS are derived from the Ministry of education charter and includes:

- i. Respect for value added and progress made on individual learner and institutions.
- ii. Integrity through upholding transparency and accountability through objective assurance and standards assessment and reporting.
- iii. Professionalism through subject mastery and skills upgrading of teachers through TPC.
- iv. Good rapport by using collegial approach and respect of individual differences available resources and regional disparities.

Koech (2014) noted that teachers needed extrinsic rewards such as polite supervision, Cordial relationship with their seniors such as QASOs, favorable teaching environment and important discussion with QASOs on how to achieve improvements in schools.

Quality assurance and standard officers' services should be conducted as per Education Act Cap 211 of 1968 revised in 2013.

According to Sanka (2014), monitoring of professional documents by QASOs is a crucial role and must be emphasized. Other important roles of teachers are adequate teaching, adequate learning resources and attitude change by teachers to bring about improved performance. Sanka recommended that classroom observation supervision practice should be done in passive mode to avoid conflict with teachers with negative attitude instead of QASOs confronting them.

According to Wanyonyi (2012), frequency of supervision sessions is a big problem facing education supervision in Kenya. He observed that although there are education supervisors' ways down to zonal levels, most schools stay without supervisors for a long period due to low number of supervisors versus high number of teachers and schools. Aduwo (2013) argued that there exists a kind of a master-servant relationship between teachers and supervisors. The supervisors act as automatic critical faultfinders by exerting accusations against teachers.

According to *Educational Journal* (2015) some QASOs still play the role of inspectors and harass teachers engaging seriously in fault finding. This results to negative reputation walloping the credibility to poor performance in-service delivery and draining the existing standards. Teachers and other stakeholders have expressed a major concern on the poor image posted against some very hardworking and diligent DQAS. Some teachers

complain of lack of Quality assessment which should aim at standard improvement. The journal reports that there is likely to be some QASOs who are conservative and maintain status quo due to lack of understanding of what their jobs demands.

According Aduwo (2013), QASOs should acquire higher level of knowledge than teachers in order to provide an effective supervisory leadership, supervisors must acquire basic skills. These basic skills include conceptual, human relations and technical skills. Most supervisors lack these skills since they are not trained in supervision practices.

Kilonzo (2013) asserts that teachers attitude towards QASOs is a major barrier to improvements. QASOs use of polite friendly language, conducting of diagnostic supervision, giving adequate and value feedback to teachers immediately after an assessment and positive general interaction with the teachers would encourage teachers to change their attitude towards supervision and embrace the concept of quality assurance and standards. Ndiso (2013) contended that QASOs are fundamental to academic performance and improvements of schools.

2.4 Promoting Staff Development

According to Wasanga (2004), Quality Assurance and Standard Officers play a major role in promoting staff development activities in education .Within educational settings, or professional development, refer to any experience designed to enhance teacher performance with an objective of promoting student learning. According to Glickman (2009) staff professional development includes those processes that improve the job-

related knowledge, skills or attitudes and perceptions of teachers. Wanzare (2000) defines staff development as a process designed to influence positively value knowledge, perceptions and attitudes or skills of professional education to enable one to design instructional programs to improve performance. Staff development is a program of activities planned and carried out to promote the personal growth of teachers. Glickman (2009) notes that staff development the process of increasing or extending the capacity of staff for performance of various duties. Staff development is also referred to as a key to progressing institutions in terms of academic improvements. Well trained teachers given refresher courses would possess a lot of competency in the implementation of curriculum. According to Carrel (2009), staff development is part of teachers' motivation aiming at improved teacher productivity for academic improvement.

Pawlas (2001) states that academic achievement can be improved when clear and high-performance standards are set in core subjects and when learning is considerably enhanced when teachers have both extensive subject knowledge and effective teaching skills to impact on learners.

According to Glickman (2009), strong principal instructional leadership is one of the factors responsible for effective teaching and meaningful learning in schools.

According to Wassanga (2004), Supervision in schools may be of several types: clinical, developmental, collegial, individual, informal, and inquiry based. Clinical; supervision helps Head teachers to be more reflective and effective. It also helps to create a culture of

accountability, transparency, and professionalism in the school. It is generally agreed that clinical supervision can be effective when a collegial relationship exists between supervisor and supervisee. It also helps to build concern to improve teacher performance and school effectiveness. Clinical supervision helps teachers to establish good approaches to teaching with proper effective ways of getting feedback.

2.5 Concept and Effectiveness of Supervision

Sullivan (2000) stated that supervision is all about improving practices, methods and process of working with teachers to enhance their ability to improve classroom practices. According to Wango (2009) supervisors play the roles of facilitating the implementation of curriculum, supporting educational programmes, undertaking help to the needy institutions in terms of ideas, advice and guidance, supervisors assess institutions, appraise and evaluate educational programmes.

As Quality assurance and standard officers monitor schools, they find out whether activities are being implemented as planned and whether they are producing desired results. All activities in a school should be monitored to ensure they are properly implemented. Performance should also be monitored. QASOs should also measure against the standards set during planning process so that necessary action can be taken. The government is providing in service courses to teachers and head teachers to improve capacities of education managers to improve their utilization for example at KEMI. It is also giving in-service training to teachers in various subjects“ mastery and rationalization the curriculum with aim of improving teaching methodologies for example SMASE.

Etindi (2000), contended that Quality Assurance and Standards Officers appointed have only attended Teachers training college therefore they need to be offered INSETS to equip them well in order to execute their roles. According to Republic of Kenya (2000) Quality Assurance and Standard Officers organize workshops and seminars for teachers to enlighten them on curriculum changes in curriculum as well as education policies advice teachers on how to use modern teaching methodologies towards effective and efficient curriculum implementation.

Lack of adequate in-service training leads to decline in quality of education offered. Farant (2009), states that Quality Assurance and Standards Officers act as a link between teachers, administrators and other relevant stakeholder. They offer in-service training to teachers on educational resource capacity building with an aim of improving education standards which lead to better results in academic performance.

Nyambura (2013) argued that training of QASOs may not make them better supervisors unless QASOs put total commitment, dedication and change of attitude by both QASOs and teachers towards each other. Nyambura (2013) observed that irregular schools assessment and inadequate follow up of assessment visits to school and services. Short time, frames and notices, unavailability of transport and shortage of assessment tools are also some challenges faced by QASOs.

Rimantas (2011) , established that schools were visited by the QASOs once in a while UNESCO (2005), stated that teachers had a lot to say on the role of QASO and other

education officers. Many teachers were not happy with them because they never announce their coming and they were fault finders than professional advisers. Mareche 2012 stated that the government is conducting in-service courses for QASOs to improve professionalism in the way they conducted their duties Marecho (2012), on her study found out that the number of QASOs was less compared to the many schools they were allocated to supervise. Mareche (2012) continued that if QASOs builds trust by creating a good rapport with the teachers and if teachers perceived them as fair, honest and fourth right, QASOs should engage in a process of supervision regardless of their experience and teachers will embrace their supervision sessions. QASOs should also allow questions and answer from teachers with honesty and positivity.

2.6 Opinions on How Teachers Can Work with QASOS to Implement the Curriculum

Olembo (1992), observed that whenever a QASO visited a school, the atmosphere between them and the teacher was usually so tense that the later was not encouraged to improve on their performance. UNESCO (2005) stated that teachers had a lot to say on the role of QASO. Many teachers were unhappy with QASOs because they were more of fault finders than professional advisors. UNESCO (2005) stated that the working relation between Quality Assurance and Standard officers (QASOs) and the teachers have been characterized as best by fear and suspicion. In the light of this, inspection of schools in the past has been viewed by teachers with a lot of reservations and this may be to the detriment of effective instruction in schools. The ministry of education has been

conducting in-service training for quality assurance and standards officers with a view to improving professionalism in the way they perform their supervisory roles.

According to Wango (2009), QASOs use many supervisory techniques to monitor, guide and direct the teacher. They visit the classroom to see how the teachers are teaching and how the learners are responding. They also hold conferences and workshops which are organized to update the teachers on the current trends of teaching. According to Wango (2009) visitation and research techniques are used to educate teachers. When the teachers follow the steps laid down for them to follow, quality education assessment is assured. Effective teaching is the first step towards quality educational assessment. This can only be achieved through effective quality assurance.

Garubo (1998), stated that Supervisor–Supervisee Relations is a vital element in supervision. The exchange between QASOs and the teacher must be trusting, open and flexible to allow both to speak from their own sense of integrity and that a human relations supervisor should adopt shared decision-making practices to facilitate teacher satisfaction. Trust and friendliness enables supervisors, teachers and students to know one another better. Wanzare (2001) contended that instructional supervisors should endeavor to work collaboratively with teachers to establish supervisory support and coaching teams that can provide confidence and reduce anxiety often experienced by teachers in response to supervision. Wanzare (2001) observed that effective instructional leaders should work to create a cooperative and non-threatening partnership with teachers

that encourage openness, creates and provides freedom to make and to admit mistakes in the interest of improvement in the performance of their duties.

According to Wassanga (2004) Quality Assurance and Standards Officers have two broad objectives:

- i. To inspect institution for achievement of quality standards of education and improvements, then report to Ministry of Education.
- ii. To achieve quality development through the work of advisory services, provision of staff development opportunities, developing learning and teaching materials.

Wassanga (2004) maintains that Quality Assurance and Standards Officers monitor educational programmes, supervise and advise on standards of education in an institution. They assess education quality, professional records, and mastery of content, discipline, utilization of existing infrastructure, finances and improvement in KCPE performance. Nyambura (2013) states that QASOS use supervision techniques such as monitoring, guiding and directing the teachers, visiting classrooms to see what teachers are doing and also attending conferences and workshops organized to update the teachers' knowledge. Micro-teaching, inter-visitation and research techniques are used to educate teachers. Effective teaching is the first step towards quality education assurance and can only be achieved through effective quality assurance. Chabii (2014) noted that provision of education and training to all Kenyans is fundamental to success of government over all development strategy. The government recognizes directorate of QASOs on

understanding that quality education contributes significantly to economic growth and increased employment opportunities.

According to Fischer (2011), supervision of instructions by classroom visits may include: walk through mechanism where the head teacher walks into a class and sees how instruction process is going on. It provides a quick look at teacher performance and environmental factors in the classroom. Informal visit is none announced visit lasting for ten or more minutes during which the teacher's practices are observed and documented. Formal observation is an announced visit lasting an agreed amount of time.

Sullivan (2000) revealed that teachers in high performing schools view supervision of instruction as a friendly exercise while those in low performing schools look at supervision as witch-hunt. Supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. It therefore involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools.

The sessional Paper No. 1 of 2005, on Policy Frame Work Force Training and Research (GoK, 2005), stresses that in order to meet the demands for 21st century on education, training programmes must be of highest quality to compete favourably with international standards. Successful supervisor of the 21st century needs to be very professional and competent by undergoing through continuous training. The Kenyan Government through

the MOE has made several efforts to enhance inspection and provide quality education.

Some of the efforts applied are:

- (i) Change of title from inspection to QASO. This was meant to cause a change of altitude and perceive the officer as a friend, to turn new link between teachers and officers.
- (ii) Recruitment of qualified personnel. QASO should be highly skillful, sufficient to monitor and harmonize all activities necessary to achieve quality education.
- (iii) Increasing minimum job group to attract more qualified personnel in the inspectorate.
- (iv) Publication of hand book for inspectors that offer uniformity in assessment and recommendation contrary to earlier use of circular and guidelines that made teachers threatened, mistrust inspectors for the inconsistency in circular.
- (v) Capacity building for QASO in terms of training, equipment, transport and appropriate software.
- (vi) Reviewing status of QASO to attract, motivate and retain officers in service.
- (vii) Strengthening District Quality Assurance Standards Officer to enable them monitor curriculum delivery in all schools in Kenya and establishment of learning achievement and outcomes.

Republic of Kenya (2005) stressed that QASO is charged with specific roles such as conducting standard assessment in schools which encourage all areas of management, specific oversee of examinations syllabus coverage, curriculum development and implementation. Wasanga (2004) and MOEST (2005) stated that the mission of the

DQAS is to establish, maintain and improve educational standards in the country. DQAS is also mandated to co-ordinate following and advice on curriculum delivery in schools. Wasanga (2004) maintained that QASOs should have academic qualifications, specialized skills as well as established staff development programs. Wasanga contended that QASOs lack adequate skills which may be caused by:

- i. Lack of formal training of QASOs.
- ii. Lack of specific policy on recruitment and development.
- iii. Incompetent process of recruitment and appointment of QASOs
- iv. Insufficient induction courses, seminars workshops and in-service courses.
- v. Understaffing
- vi. Lack of adequate resources such as transport
- vii. Lack of commitment by supervisors
- viii. Irregular inspections in schools

The above factors created a gap in academic improvements hence are very critical and should be addressed accordingly. This study established whether these factors had a bearing on teachers' perception of supervisory roles of QASOs. Njagi (2012) stated that supervision in schools is not adequately done. Ministry of Education, (2000) management guide states that, inspection visits are often poorly planned and lack clear objectives. Plans to visit schools are over ambitious and carried out only when there is a crisis. The major concern is that the contribution of QASOs in enhancing quality education is crucial since QASOs are the prime movers of activities to enhance quality education and they co-ordinate and monitor activities to enhance quality education. It is crucial that QASOs

cultivate for conducive working relationship between them and the teachers so that they may work in harmony to see to it that teachers have the positive perception and attitude towards the QASOs supervisory roles for the schools to register academic improvements.

Mareche (2012) cited that when teachers are well supervised, motivated and guided, they have great influence of learner's performance. Mareche (2012) stated that QASOs performance of their supervisory roles in curriculum implementation has a lot of influence to the teachers' job performance hence improved performance in schools.

2.6.1 Influence of Supervision on Academic Performance

The determinants of quality education are the availability of qualified and motivated teachers enabling environment for teaching and learning. According to Shiundu and Olembo (1992), curriculum environment includes: Curriculum facilities, the resources available for their provision and the tools for evaluation. Wanzare, (2003) notes that supervision involves assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defeats for the attainment of stated aims, objectives and goals of an education system at a given level. According to Kamuyu (2001) school inspection in Kenya is conducted for the following major reasons:

- i. To obtain an overview of the quality of education based on agreed all-round performance indication in educational institution and among learners.
- ii. Report back to the educational institutions to enable them plan improvement strategies.
- iii. To supervise the implementation of school curriculum.

- iv. To help diagnose the problems, shortcomings in the implementation of the curriculum.
- v. To monitor and to improve teaching and learning in schools and
- vi. To provide guidance to schools on how they can improve.

According to Wanzare (2003), supervision in Kenya is often a response to a certain crisis or a routine of occasional visits to schools and mostly limited to checking on the physical infrastructure and teaching documents but without any classroom observation. The interaction between the supervisors and teachers are never diagnostic but fault finding with reports rarely made available to teachers. This probably may indicate the behavior of teachers towards QASOs supervisory role. Lack of communication, feedback after an assessment and dialogue between teachers and QASOs may be a hindrance to effective curriculum implementation and academic improvements.

Muthoni (2014) cited that among the factors which influence job satisfaction among teachers is properly handling by QASOs whenever they are inspected and by holding of dialogue in order to discuss on areas teachers need to improve on for quality teaching.

Wango (2009) argued that supervision reports advised the government, MOE, client school, curriculum developers, evaluators and general public on the:

- i. Type of education being offered in the country with a view of quality development.

- ii. The country's and regional trend in areas of Equity, Quality, access, enrolment, wastage due to dropout, repetition and retention rate, situation of curriculum delivery, learning and teaching materials, school leadership staffing, governance, health care and institutional development plans among others.
- iii. Ignite the reviewing of teaching and learning materials in collaboration with the KIE and advice on curriculum evaluation and assessment in collaboration with KNEC.
- iv. Developing and reviewing set education bench marks based on holistic standard performance indicators which include sports and games, environment conservation health care and nutrition, pastoral care and well-being of a pupil.
- v. Establishing and maintaining professional linkages with institutions of higher learning on matters of educational standards.
- vi. Aligning learners' knowledge and skills to the market demands and the country's national goals of development.

2.6.2 Functions of District Quality Assurance and Standards Officers

District Quality Assurance Officers (DQASOs) are based at the district level. Their core function entails effective monitoring of curriculum delivery in school to ensure effectiveness. Republic of Kenya (2005 b), stated that DQAOs are supposed to realize effective curriculum delivery and to provide advisory services to all schools on the best ways to improve their teaching.

According to Wango (2009) District Quality Assurance Standard Officers are supposed to conduct subject based content mastery improvement and pedagogical skills and upgrading training. They are also supposed to monitor school level curriculum delivery to determine existing discrepancies in instruction methodology and areas that require attention and also undertaking continuous research to determine the quality of education being offered.

Wassanga (2004) stated that DQASOs are also required to be institutionalizing the monitoring learning achievements in schools and develop schools' capacity to manage their own improvement plans, through teacher supportive initiatives. DQASOs have the function of establishing a formalized system, in service training for teachers at all levels.

The DQAS monitors the performance of teachers and education officers. It is also the responsibility of the directorate to organize in-service training programmes for serving teachers and education managers in collaboration with other agencies in the education sector. Other duties of the Directorate include equitable distribution of teachers and organizing co-curricular activities in schools.

The directorate derives its mandate from the Education Act, Cap 211, of the laws of Kenya that states "The minister shall appoint officers with authority to enter and inspect any school, or any place at which it is of reasonably suspected that a school is being conducted, at any time, with or without notice, and to report to him with respect to the school or any aspect thereof.

According to Wassanga (2004), prudent management of the curriculum can enhance academic performance and this largely depends on the managers of the curriculum, who are headteachers and QASOs. Quality Assurance and Standards Officers as managers of the curriculum have a key stake in its implementation and the results thereby. There are numerous challenges faced by quality assurance and standards officers in the management of curriculum in schools according to Mwaura (2010) which ranges from lack of adequate personnel in their offices to lack of transport to the various institutions to be supervised.

Education is widely seen as one of the most promising paths for individuals to realize better, more productive lives and as one of the primary drivers of national economic development. The citizens and the government of Kenya have invested heavily in improving both the access and quality of education, in an effort to realize the objectives of education as well as to achieve the education-related Millennium Development Goals and Vision 2030.

2.6.3 Types of Educational Supervision in Kenya

Supervision in Kenya is carried out in different ways depending on the need or request by school administrators. The area of focus varies depending on the data needed and the objectives of the inspection programme. The variability of data generated during such supervisions is markedly explicit.

Kimondo (2013) acknowledged that supervision may focus in one, several or all of instruction process and programmes, teaching and learning materials, infrastructure, book keeping administrative, health and environmental policies and practices, school community collaboration, pupil welfare, enrolment, retention and transition rates.

2.6.4 Panel and Subject-Based Inspection

Wassanga (2004) observed that the panel inspection involves a full diagnosis and situational analysis of the institution. This type of inspection is carried out with view to examine the strength and weaknesses or limitations of the institution. At the same time, it should suggest the type of intervention to be administered for the improvement of the educational standards. In most case, panel inspection scared teachers away who looked at the panel as having come to school to invade and criticize teachers' performance of duty.

Amunga (2000) highlighted on what is checked for during inspection of schools. He states that inspections are planned and carried out by inspectors in their areas of specialization. They are prompted by the following roles, which may affect teachers' perceptions:

- i. Performance trends in a particular subject in the national examinations by schools, zones, districts, and provinces and countrywide.
- ii. Inspectors programme of work
- iii. Need of the information on teachers in service training (INSET) for quality development service.

- iv. Monitoring for the purpose of generating data for reviews on practices and standards carried out by national subject inspectors.
- v. Registration and inspection of educational institution.

2.7 Supervisory Roles of Quality Assurance and Standards Officers as Per the Existing Policy

Wango (2009) explained that the QASO policy documents analyzed have given insight into the policy expectation in instructional supervision in Kenya. The common binding factor is the improvement of learning and teaching.

2.7.1 QASOs' Roles of Curriculum Supervision

Wango (2009) explained that under this role, the QASO is expected to chair subject panel meetings in the respective subject areas, reviewing the learning and teaching materials, monitoring teaching and learning in curriculum delivery, assessing the interpretation of curriculum by teachers, analyzing teachers needs with the aim of conducting in service courses and establishing a formulated system of service training for teachers at all levels, observing individual teachers for promotion, identifying weaknesses for the purpose of rectifying and for routine assurance delivery, appointing and supporting of subject panels at school level and liaising with Kenya National to Examination Council in the various subjects.

According to the available literature, teachers' perception towards this role of QASO has been very negative. The most likely contributing factors in teachers' negativity towards

the stated role is probably lack of proper approach by the QASOs, lack of clarity to teachers on the role of curriculum supervision in academic improvements and lack of in-service course to teachers on the supervisory roles or duties of QASOs in order for the teachers appreciate QASOs supervisory roles without making assumptions.

2.7.2 QASOs Role of Teachers Assessment

According to Wango (2009) Quality Assurance and Standards Officers are supposed to monitor and advise on standards of education based on an-all-round standard performance indicator, inspect all educational institutions regularly and compile appropriate reports, provide feedback to the institution, and report the feedback to inform the government on trends in the educational institution, assess curriculum evaluation, gender issues, access curriculum evaluation and pre service and in service training of teacher. QASOs also check the legal requirements that all educational institutions are registered by MOE before they operate. QASOs have to assess such institutions to ascertain that they have met all the requirements. Together with the above, QASOs should make follow ups of previous inspection to ensure that recommendations are acted upon. Inspectors are also there to assess the teacher pupil ratio.

Kilonzo (2013) cited that instructional supervisions effectiveness was influenced by teacher's attitude, perception and devotion towards their work. Kilonzo added that instructional supervision if carried out as per the laid down principles and processes for efficiency and effectiveness.

2.7.3 Advisory Role of QASOs and Academic Improvements

Wango (2009) further stated that QASOs are required to advise the government on the type and quality of education being offered in the country. It is also the responsibility of QASO to advise stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources. QASOs are supposed also to advise the government on the trends of learning institutions in areas of equity, access to education, enrolment, and curriculum delivery, materials required for learning, curriculum evaluation and training of teachers in both in service and pre-service training. QASOs advise teachers on best practices in curriculum delivery leading to improvements in academic work in primary schools. Their supervisory roles are crucial to improvements of schools' performance as they are mandated to oversee the well-being of schools' performance through monitoring, guiding teachers and advising them of best practices in curriculum delivery.

2.7.4 QASOs' Administrative Role in Academic Improvement

Wango (2009) explained that quality assurance and standards officers are supposed to participate in identification process, selection process and promotion of teachers. The QASOs are supposed to advise teachers in collaboration with Teacher Service Commission on career guidance in educational institution establish and maintain inspection registers, annual action plans and strategic plans for inspection of activities at district, county and national levels. It is the role of QASOs to promote school communities' relationship with schools and to develop capacities to manage schools' own improvement plans through supportive initiatives. QASOs should in addition

undertake continuous research to determine elements of change and implication on supervision. When teachers are well guided, fairly treated and considered on matters of promotion and well-being, they are expected to perform duties well and consequently improvement of pupils' performance.

According to Okoth (2008) change involves people more than content. Okoth explained that people change, and change changes people. Lomborg (1998) said that curriculum changes, teachers' attitude and acceptability of change determines if the change will effectively be implemented. Supervisors should focus on the way they interact with teachers in the implementation of curriculum to see that quality education is being offered, find and evaluate approaches which are likely to result in teachers viewing supervision negatively and lack of trust.

Chabii (2014) stated that one factors which influence performance of pupils at KCPE is good rapport between administration instructors and teachers especially the harmony at work. Ihaji (2014) observed that determinants of teacher's job performance is job satisfaction which could be promoted through respect and acknowledgement of their work by their seniors. Koech (2014) emphasized the need of extrinsic rewards to teachers to promote job commitment hence achievement of improved performance. Teachers are key to the improvement of pupil's performance when teachers are well handled in terms of good counsel, guidance, respect and motivation; they are likely to be committed to their jobs. Teachers are capable to bring significant change in performance especially if the working conditions are conducive.

Ndegwa (2001) stated that teachers' description of supervisors is mostly a reflection of negative attitude. When teachers and supervisors perceive supervision differently a conflict is bound to occur as cited by Acheson and Gal, (2003). In contrast, when a supervisor and a teacher look at data objectively together as colleagues, with mutual agreement on decisions, there is success and development in the learning going on in schools otherwise, the face of a supervisor is seen as the most difficult and one that other problems emanate from.

Nyambura (2013) noted that some of the factors which affected curriculum implementation included lack of frequent supervision of teachers by QASOs and lack of proper guidance on the best practices of curriculum implementation for improvement in performance of schools.

Kigotho (2001) pointed out that change is a natural situation than equilibrium. The way people handle change will highly depend on whether they perceive it as a natural occurrence or an imposition that they can do without supervision. Because change deals with people, in the same way hence educational change is part of a supervisory process. Beach and Reinhardt (2000), states that supervision helps in providing, monitoring, directing and managing the change which occur in school.

2.8 Teachers Perception as a Driver towards Academic Improvement

Marete (2014) contended that teachers are attracted to motivation, job satisfaction and staff development because they believe it will contribute to enhancing knowledge, skills

contribute to their growth and impact effectively on students' development and academic improvement. Muthoni (2014) supported the view of Okumbe (2001) that when supervisors take into consideration teachers' needs and expectations in planning for staff development activities, then the likelihood of these needs being met is high. Achayo (2001) noted that supervision is also likely to create ownership of activities and willingness to implement what is learned in classroom practices. Wango (2009) cited that amongst the aims of supervision, one aim is to help teachers improve their classroom practices hence improve learning. This is done by upgrading teachers' skills.

Muthoni (2014) puts it clearly that job satisfaction of teachers could work wonders in pupils' performance improvement. Carrel (2011) Insisted that supervision of teachers by QASOs was a crucial component of improvement of pupils' achievement in KCPE. Three areas in which the school inspectors are expected to maintain standards in education. Firstly, the inspector has to safeguard the effective implementation of the school curriculum. Secondly, the inspectorate should administratively ensure that the learning institutions are conducive for learning in terms of provision of resources and facilities that create effective learning centers. Thirdly, the school inspectors should ensure that schools satisfy the needs of the society in terms of quality, relevance and equity.

According to Munyi (2013) Free Primary education can only bring forth quality education if at all there would be comprehensive supervision by QASOs on infrastructure, methodologies of teaching, adequate preparation by teachers, marking of

pupils work even if classes are large and positive attitude of teachers during curriculum delivery.

2.8.1 Function of QASOs as Perceived by Head teachers and Teachers

Head teachers and teachers perceives QASOs supervisory as being useful in making curriculum changes clearer to teachers, interpreting curriculum objectives to the teachers, choice of curriculum materials, equipping teachers with relevant teaching methods and in service training. According to Aduwa (2013) challenges the teachers face during the implementation of the revised primary curriculum can be attributed to teachers not being clear or certain of the changes which they are expected to implement, lack of clarity of changes has also been identified as a contributing factor to failure of implementation of education changes. Aduwo observed that QASOs did not create enough time to have productive dialogues with teachers in order to equip them with methodology require the performance improvement in schools.

2.8.2 Challenges Faced by Teachers

Ronoh (2000) explained that teachers face a lot of challenges in an attempt to implement the curriculum. Some of the challenges they face are such as; inadequate resources, heavy workload due to understaffing, lack of subject specialization especially for the teachers who left colleges long time ago; low morale towards work, wrong interpretation of syllabus, large class sizes, inadequate in-service education, interpretation of national goals of education and primary school objectives. The cited challenges can be addressed

if the QASOs and teachers co-operate and work together since they rotate around the QASOs supervisory roles.

Ndiso (2013) insisted that QASOs had high influence on curriculum implementation through their instructional supervision as long as they co-operated with the teachers during their supervision visits and learned up towards pupils' performance improvement. Okumbe (1999) considers supervision to be that dimension which is concerned with improving instructional effectiveness. Supervision therefore is an integral part of curriculum implementation. He divides supervision into general supervision and instructional supervision. General supervision subsumes supervisory activities that take place principally inside the classroom, such as writing and revision of curriculum, preparation of units and materials of instruction, the development processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programmes. Instructional supervision refers to rationale and practice designed to improve the teachers' classroom performance.

Irungu (2013) cited that inspection of teachers by QASOs or even head teachers were a crucial factor agreed to improvement of pupils' performance in KCPE and must therefore be a routine practice. Irungu insisted that supervision must not only occur when a serious incidence is noted in schools but its component of performance improvement.

According to Information from education journal (2015), QASOs possess a repository of Pedagogical skills which could enable them organize upgrading workshops for teachers

to have capability and exposure to new approaches in education with an aim to improve performance and organizational standard. The concept of clinical supervision is a recent one and it's a rationale and practice is designed to improve the teacher's classroom performance. Data is obtained from the events, which take place in the classroom. The analysis of these data and the relationship between the teacher and the supervisor from the basis of the programme, procedures and strategies designed to improve the students learning by improving the teachers learning and behavior constitute clinical supervision. Supervision can therefore not be done away with and QASOs should seek to make educational aims clear, offer friendly advice and supervise the schools under their jurisdiction in ways parallel to the government system of Quality Assurance and Standards.

2.9 Summary of the Literature Review

Supervision is continuous process that assists both teachers and QASOs to acquire more knowledge and skills through their practice and positive interaction. Any effective education supervision involves inspection of physical facilities, social economic environment of the school professional and academic environment, and attitude in the working environment and proper systematic curriculum implementation in schools. It also involves correct and positive perception of work, workmate roles, senior roles and all stakeholders' roles.

Supervisory roles of QASOs are generally geared to promoting learning through improvement of teaching methods, improvement of working conditions for teachers,

learning environment for pupils, teacher-development, improved teaching and learning among teachers and learners, consultation among teachers and QASOs and collaborative working should be practiced to enhance effective working relationship between teachers and QASOs. Education supervision in Kenya has undergone transition depending on emerging issues, education dynamics and contemporary society. Teacher's input in decision making on supervisory matters is a vital requirement in acquiring and maintaining quality education in the country. Their correct perception towards QASOs supervisory roles is a major requirement in enhancing working conditions.

2.10 Theoretical Framework

This study was informed by three theories: Don-Elgar's Theory of Performance (TOP), Abraham Maslow's Theory of Humanistic needs, Theory X and Y of MC Gregor's. According to these theories human beings needs motivation, they also need supervision, they need autonomy and they are obliged to perform.

2.10.1 Don-Elgar's Theory of Performance (TOP)

This theory is attributed to Don Elgar formerly of the University of Idaho, USA. According to Elgar developing performance is a journey and level of performance describes location in the journey. Level of performance depends holistically on six components namely: context, level of knowledge, level of Skills, level of identity as well as personal factors and fixed factors. Thus, the theory relates to these six foundational concepts which form a framework that can be used to explain performance as well as performance improvement in schools.

According to Theory of Performance, to perform is to produce valued results. A performance can be an individual or groups in collaborative effort. The theory informed this study in that it gave insights that form the basis of teachers' perception on the supervisory roles of QASO may work as individuals and as a group to improve academic work in Kiambu County primary schools.

In this study, the context is teachers' perception of QASOs supervisory roles and academic improvements in Kiambu County. What is the view of teachers on the assigned roles of QASOs as far as academic improvement of Kiambu County is concerned. Do the QASOs perform their roles to the teachers' expectation and do they participate in the improvement of academic performance of pupils.

According to Okumbe (1999), administrators and supervisors like QASOs should ensure that teachers are equipped with knowledge of syllabuses, context and skills that they need to impact on the learners. Good working environment is a requirement for both teachers and QASOs performance. According to Gold Berry (1997), workers have needs that require to be met in order to produce. For improved academic results, teachers' needs should be met including personal factors such as promotion, training and motivation. It is the responsibility of QASOs to spot out hardworking teachers and assist them. Fixed factors such as school, location should not be allowed to interfere with performance of teachers since they should be addressed well. Elgar in TOP further said that there are there axons which are proposed for effective performance improvements. They are:

- a) The performer's mindset
- b) Immersion in an enriching environment
- c) Engagement in reflective practice

QASOs as well as teachers should have clear mindset of improving performance in education. The school environment should also be an enriching environment whereby teachers, head teachers are QASOs put effort to sustain good works environment. As TOP puts it, there should be forums of reflecting on improvement that has been done by teachers and QASOs in Kiambu County occasionally. The rationales for TOP emphasizes that people are capable of extraordinary accomplishment e.g. a teacher “magically” connects with students QASOs and teachers are capable of enabling performance improvement.

2.10.2 Abraham Maslow's Theory of Humanistic Needs

This study is based on Abraham Maslow's theory of humanistic needs which was first proposed in 1954. Maslow wanted to understand the factors which motivated people to work. Maslow's underlying premise is that human needs can be arranged in several distinctly different classes which can be related to each other in terms of priority. This implies priority in the sense that one class of needs until satisfied takes priority over certain other's needs. When satisfaction is realized, a different type of need becomes dominant in behavior, until it too is satisfied paving way for still other needs to direct behavior.

Both supervisors and teachers need to acquire human relations skills (Okumbe 1999). This is the ability to understand the teachers and interact effectively with them. Okumbe said that human relations skills enable supervisors to act both officially and humanly. A supervisor should be able to effectively link both the organizational and individual goals so that teachers can be milked dry of their professional potentials. Others skills are technical skills supervisory skills which should be well manifested in both teachers and QASOs. For academic improvement in Kiambu County, QASOs should make effort in giving refresher courses to teachers, insets or workshop to equip teachers with modern methodologies of teaching and skills required for academic improvement.

Maslow's theory is relevant to this study because it emphasizes on motivation. Both teachers and QASOs need motivation through fulfillment of their job-related needs in order for them to work and relate effectively. Teachers' perception towards QASOs supervisory roles can change positively if only their needs related to work are satisfied. Maslow came up with five strata (levels) of needs hierarchically which he said were commonly considered most important by people. These are needs for survival and govern human behavior as discussed below.

According to Maslow, Psychological needs are for survival and govern peoples' behavior. The safety needs are satisfied through establishment of a safe, predictable ordered environments (security) individuals reacts to fear and threats from ominous forces, looming natural calamities such as violence, loss of possessions, breakdown of social order, unstable political, social and economic conditions job satisfaction and

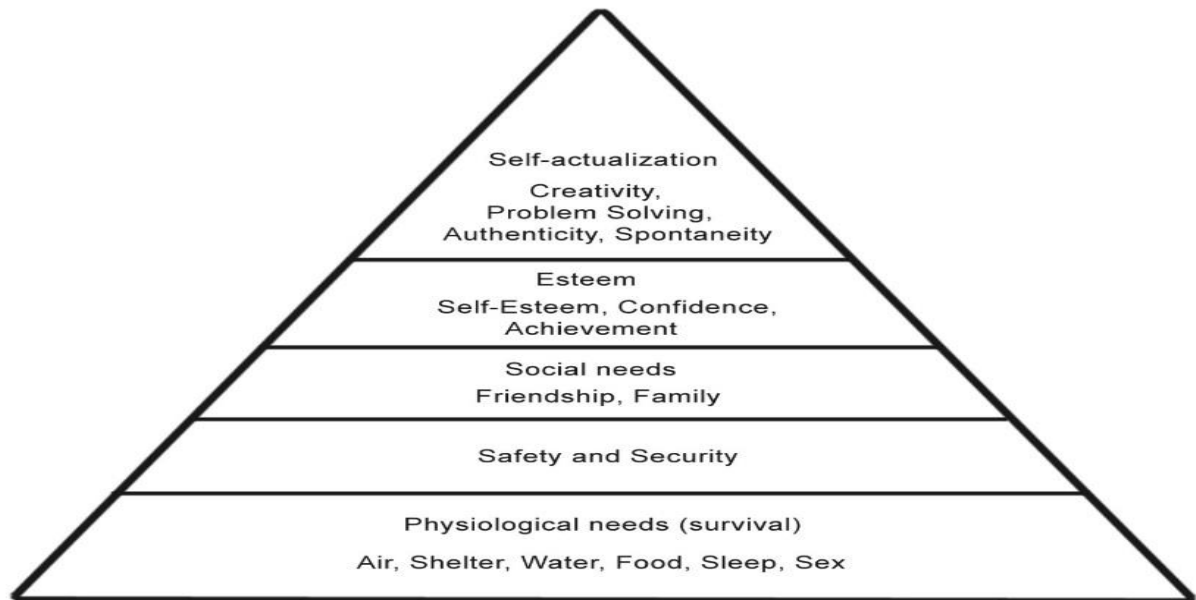
security. Some individuals considered as never feel completely secure exhibit pattern of behavior known as 'Neurotic.' If teachers feel threatened and insecure when supervised by QASOs then they lack motivation and energy to continue.

According to Muthoni (2014) affiliate need or need to belong arises when the above need is met. A person is prepared for experience of wanting to give and receive affection needs in relationship with others such as friends, peers and workmates in places of work. Hawthorne studies showed that informal social structures arise in work organizations to satisfy the needs that the formal structure often do not provide. People desire for association of belonging. They want to be accepted by others and have approval, for example, school teachers naturally want to make friends and that is why they join clubs, such as wildlife and debating. Teachers also desire to have cordial relationship with their supervisors to create and enhance good working relationship. QASOs are expected to create good working relationship for better working conditions and improved performance in schools. Their good relationship is crucial to improvement.

Muthoni (2014) explained that according to Maslow there exists an esteem need whereby people feel desire of recognition for work well done. They seek love and respect from others. This in turn gives an individual self-confidence, power, prestige and control; for example, a teacher should feel that his/her services are recognized by their supervisors and also feel respected. According to Maslow, man's ego reflects; natural and healthy progression to reflect worth, adequacy, competence, inclusiveness with others and sense of respect from others. This forms a basis of acceptance, positive self-concept, high self-

esteem and self-respect. QASOs and teachers need to encourage, respect as they interact during the process of their work. They need to co-operate, practice team work as both are looking at how best schools' performance can be improved.

The final group of needs is described by Maslow as a search for fulfillment or realization of one's potential. People who have satisfied their other needs now have the desire to acquire competence in their professions. A person will only be psychologically healthy if only the deficiency needs are satisfied and the actualization takes control. However, only a small group of adults ever reach this stage. Basing this study on the above theory, it is crucial that the relationship between the QASOs and teachers be enhanced and that teachers' perception and attitude towards QASOs supervisory role change in order for all to satisfy their needs as explained by Maslow so as to achieve self-actualization in their work. Maslow's hierarchy of needs is illustrated below.



Source: (Gordon R. J. Organization behavior 1989 pg. 92.)

Figure 2.1: Abraham Maslow's Hierarchy of Humanistic Needs

2.10.3 McGregor's Theory X and Y

This theory was formulated by McGregor in response to the behavior of workers towards work. The Theory Y views workers as people who are responsible and self-driven hence needs no supervision or coaxing. In Theory X, McGregor views workers as people who can work without supervision or strict following hence requires to be closely observed at work and pushed to affect their works.

McGregor's Theory XY

Supervision in this study is also based on Theory X and Y as observed by Okumbe (1999). In the theory, McGregor set forth two alternative views of nature of man. In the

first theory known as Theory X, supervisors in their role of supervision are expected to direct and control those working under them.

Based on the assumption that human beings are lazy and dislike work Olembo (1992) says that QASOs sometimes are viewed as to be out on fault- finding mission within an aim of duress and controlling behavior hence could therefore use unfriendly means e.g. threats and negative reports about teachers. Aduwo (2013) adds that QASOs may or may not fall under the theory since some teachers could also require coercing and being controlling due to their perception of QASOs supervisory roles.

Theory Y of McGregor also puts states that it is believed a normal human being is initiative, likes work and should not be coerced to put effort but should be rather motivated to improve their output. Theory Y suits this study in that QASOs need to take teachers as self-driven workers with whom they can work together as a team to ensure quality implementation of curriculum hence improvement in performance in schools. According to Aduwo (2013) a middle ground is used in employing the two theories. Theory y is advocated for by many workers hence Okumbe (1998) says it should be applied with some caution.

2.11 Conceptual Framework

There should be positive attitude and genuine perception towards QASOs by teachers in primary school as this is the expectations of the government. Teachers and head teachers should create a good working relationship giving room and accommodate the advice of

QASOs as their role is crucial towards enhancing quality standards in primary schools. QASOs on the other hand are expected to be well trained on human relationship and the performance of their roles. It is a vital requirement that QASOs treat teachers as professionals and create a rapport and a conducive working relationship so that the teachers' perception on their roles be positive for them to register academic improvements in public primary schools of Kiambu County.

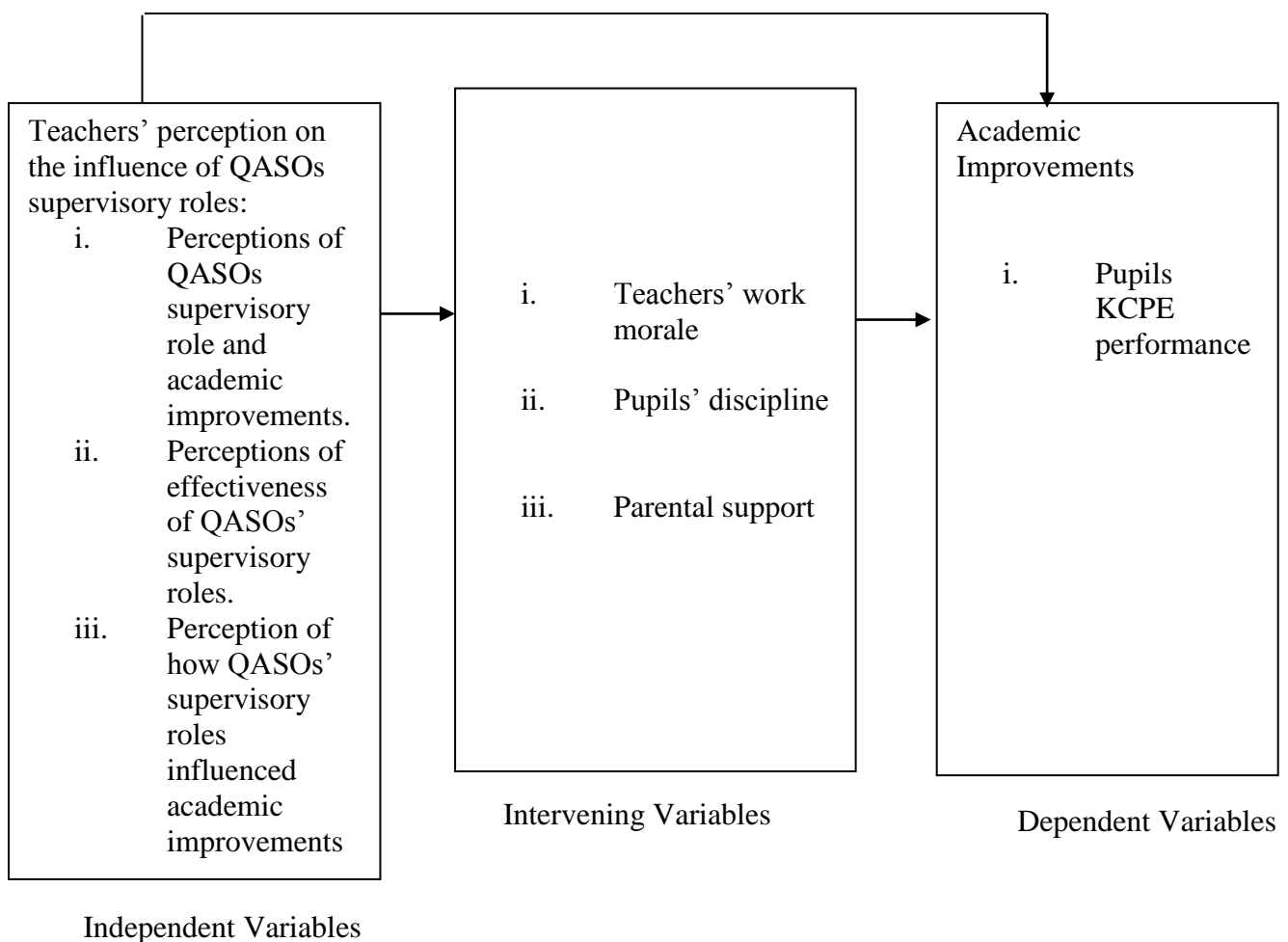


Figure 2.2: Interaction among Independent, Dependent and Intervening Variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology of the study. It covers study design, target population, sample size and sampling procedures, description of research instruments, reliability of instruments, validity of instrument, data collection procedures and data analysis techniques.

3.2 Research Design

This study adopted descriptive survey design since it is a research method which seeks to describe what has occurred after research. The design allowed for the examination of all the variables in the study at the same time and allowed precision in making judgments based on statistical considerations (Oppenheim, 2000). This enabled the researcher to seek both quantitative and qualitative data. The design also allowed for the measure of perceptions in natural school setting. Descriptive survey design was also preferred in this study since it was an effective and efficient guide on data collection from a wide range of respondents. It also provided opportunity for respondents to describe phenomenon and events hence provided systematic and firsthand information through effective communication.

3.3 Target Population

The research targeted all public primary school in the then 10 sub counties in Kiambu County, teachers and head teachers. There were 6,083 public primary teachers and 515

head teachers in public primary schools (Education Statistical Booklet, 2007). Head teachers are the internal supervisors of schools and should ensure maintenance of quality implementation of curriculum and evaluation. Teachers are major players in the curriculum delivery and evaluation of learning outcomes in the form of knowledge as well as retention.

3.4 Sampling Procedure and Sample Size

This research used stratified random sampling as it is commonly used in quantitative and qualitative research. Under this sampling technique, the population was divided into two homogeneous subpopulations (strata) and a sample was drawn from each stratum. This method of sampling aimed to get a sample that was representative of the population. The method involves taking a population and then proportionately reducing it to arrive at a smaller number that can be manageable. The fact that it is random ensures that each member of the population has an equal chance of being included as a sample thus reducing research biasness as recommended by Krejcie and Morgan (1970).

As observed by Wiersma (1995), an ideal sample should be large enough so that the investigator could work with confidence, be within specified limits, be certain that if a different sample size is drawn using same procedures, it could give approximately similar results. The sampling technique was chosen because it ensured that a small representative section of the population was selected for ease of study and credibility of the results. The researcher drew an adequate sample from target population to avoid unreliable results,

but bore in mind that sampling error was a function of the size of the sample and it was larger when the sample was small (Blaxter,2006).

Mugenda and Mugenda (2003) pointed out that samples are studied so that we learn about the universe from which these sample were drawn. Therefore, the larger the sample the more likely is the mean and standard deviation to be representative of the population.

The formula below was used in determining the samples size as suggested by Krejcie and Morgan (1970). The sample sizes drawn are as shown in Table 3.1.

$$n_n = \frac{(S_n)n}{\sum S_n}$$

Where:

S_n = Population in the region

n_n = Sample size

n = Sample size as read from the tables

$\sum S_n$ = Total population of County

$\frac{S_n}{\sum S_n}$ = Proportion of stratum to the total population

Kiambu County had 515 public primary schools. The County had ten sub-counties namely Thika East, Thika West, Gatundu North, Gatundu, Githunguri, Kiambu, Lari, Limuru, Kikuyu and Ruiru. The total number of the teachers in the county was 6083 while total number of head teachers was 515. For the purpose of sampling, the researcher

grouped the districts into two clusters, that is, Kiambu cluster and Thika cluster as they were before devolution. Kiambu cluster comprised of the present Kikuyu, Limuru, Lari, Githunguri and Kiambu sub-counties. Thika region comprised of, Thika East, Thika West, Ruiru, Gatundu and Gatundu North sub-counties.

Using formula;

$$\text{sample size, } n_n = \frac{(S_n)(n)}{\sum S_n} = \frac{\text{No.in the region}}{\text{Total No.in the county}}$$

*Sample size given on Morgan table from Krejcie & Morgan (1970) (95% confidence)

Using the above formula, the sample sizes arrived at were:

$$\text{Kiambu cluster: Teachers} = \frac{3037}{6083} \times 341 = 170.24 \text{ approximately } 170 \text{ teachers.}$$

$$\text{Head teachers} = \frac{244}{515} \times 148 = 70.12 \text{ approximately } 70 \text{ head teachers.}$$

$$\text{Thika cluster: Teachers} = \frac{3046}{6083} \times 341 = 170.75 \text{ teachers approximately } 171 \text{ teachers.}$$

$$\text{Head teachers} = \frac{271}{515} \times 159 = 83.67 \text{ approximately } 84 \text{ head teachers.}$$

Table 3.1: Number of Teachers and Head Teachers and their sample sizes in the Clusters within Kiambu County

Cluster	Teachers	Teachers Sample size	Head teachers	Headteachers sample size
Kiambu Cluster	3037	170	244	70
Thika Cluster	3046	171	271	84
Total	6083	341	515	154

As indicated in Table 3.1 samples were drawn from 154 randomly selected schools where a minimum of two and a maximum of three teachers were picked at random to ensure every sub-county had at least fifteen schools for proper representation. All head teachers in the sampled schools were requested to participate in the study.

3.5 Research Instruments

Two types of research instruments were used to collect primary data: head teachers' questionnaire and teachers' questionnaires. The questionnaires were adequate in collecting the quantitative data and were also reliable in ensuring confidentiality on the side of respondents hence the respondents were likely to give accurate data. The questionnaire contained two parts: demographic factors and perception of teachers on QASOs' supervisory role on pupils' performance at public primary schools. Likert scaling technique was used on all rating items. The levels were assigned scale values were:

Strongly agree	=	1
Agree	=	2
Agree less	=	3
Disagree	=	4
Strongly disagree	=	5

3.6 Piloting and Validity of Research Instruments

Validity is the degree to which the sample of an instrument represents the content that the instrument is designed to measure (Blaxter, 2006). Initial step taken by the investigator to establish content validity was to have instrument appraised by experts who were my research supervisors from Maasai Mara University. The instruments were rated and recommended for use in collection of data for the study. Validity was also ensured by comparing the objectives of the study with the items in the questionnaire to ensure that they would answer the research questions. The researcher further validated the instruments by carrying out a pilot study among 20 teachers and 3 head teachers. According to Mugenda and Mugenda (2003), a sample size of between 1% and 10% of the study sample is adequate for a pilot study. The researcher used 3% of the sample size during the pilot study. Responses to the study instruments were discussed with the respondents to ensure suitability, clarity and relevance of the instruments' items to the purpose of the study.

3.7 Reliability of Research Instruments

Reliability is the degree to which a research instrument yields consistent results when administered several times. According to Mugenda and Mugenda (2003), reliability is the ability of an instrument to remain suitable and consistent for a length of time.

In order to test for the reliability of the instruments, a pilot study was conducted. Twenty teachers, three head teachers. The final results of the pilot study were compiled and

analyzed. This assisted the researcher to modify the instruments of research appropriately.

The researcher used split-half technique to ascertain the internal consistency of the instruments. The closer the value is to +1.00, the stronger the congruence measure (Mugenda & Mugenda, 2003). The Likert scale items were split into two tests. The odd numbered items were placed in one subset and the even numbers in another. Scores for each test items were computed separately. The odd numbered scores for all items were correlated with the even numbered scores using Pearson product moment correlation. The correlation coefficient that was obtained represented the reliability of only half of the instrument. In order to obtain reliability of the entire instrument, Spearman Brown Proficiency formula shown below was used.

$$Re = \frac{2r}{1 + r}$$

Where Re = reliability

r = reliability coefficient

Spearman Brown proficiency formula was applied on the data from the pilot study and the reliability statistics shown in Table 3.2 were generated using SPSS.

Table 3.2: Reliability statistics of the questionnaires

Correlation Between Forms		.667
Spearman-Brown Coefficient	Equal Length	.800
	Unequal Length	.800

Using Spearman Brown proficiency formula, we confirm that if, $Re = \frac{2r}{1+r}$, and $r =$

0.667, then $Re = 2(0.667) / (1+0.667) = 0.802$ approximately 0.8.

Therefore, the reliability of the questionnaire was found to be 0.8. This indicated that the questionnaires were highly reliable (Mugenda & Mugenda, 2003).

3.8 Data Collection Procedure

The researcher secured a permit from the National Council of Science, Technology and Innovation (NACOSTI) of the MOE through an introductory letter from the School of Education, Department of Curriculum and Education Management, Maasai Mara University. Subsequent clearance to carry out the study was obtained from each Sub-County Director of Education in Kiambu County and headteachers of the sampled primary schools. The researcher booked appointments with the respondents on when to administer the research instruments. Two questionnaires were used to collect data; head teachers' and teachers' questionnaires.

3.9 Data Analysis

After fieldwork, questionnaires were examined to ascertain their accuracy, completeness and uniformity. Quantitative data were coded and organized in different categories and themes. Scientific Package for Social Science (SPSS) computer programme Version 21 was used in handling the complex statistical data. Data was analysed by use of frequencies, percentages and mean values. Analysed data was presented in textual form and illustrated using tables and figures.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the findings of the study in line with the study objectives and research questions. Qualitative data were analyzed using SPSS Version 21 and the outcomes have been discussed under various subsections. The first section shows the questionnaire return rate followed by presentation of demographic information of the head teachers. The second section contains an in-depth data analysis based on the study objectives. Descriptive statistics were used in data analysis. Data are presented in textual tabular and figural form. The study sought to answer the following questions:

- i. What were the teachers' perceptions on the influence of QASOs supervisory roles in academic improvement of public schools of Kiambu County?
- ii. How effective was QASOs supervision in academic improvement in public primary schools in Kiambu County?
- iii. How did the teachers' perception of QASOs supervisory roles influence academic improvement in public primary schools of Kiambu County?

4.2 Questionnaire Return Rate

A sample of 495 respondents was identified from the target population and questionnaires issued to them. Amongst the expected respondents were 341 teachers and 154 head teachers. From Table 4.1, it can be observed that the response rate of the questionnaires was good. Teachers had the highest return rate at 98.83 percent and head teachers'

questionnaires return rate was at 77.92 percent. The high return rate of the teachers could be attributed to the willingness of the teachers to participate in the academic improvement in primary schools in Kiambu County. The summary is given in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents	Sample	Returned Questionnaire	% Return Rate
Teachers	341	337	98.83%
Head teachers	154	120	77.92%

These return rates were in line with Kathuri's (1993) acceptable recommended response rate of 65 percent. As a result, the percentages for the response rate were considered significant enough to provide a basis of valid and reliable conclusion as advocated by Olembo (1992). The high rate of response shows that the teachers and head teachers are fully aware of the quality assurance and standards concept and practice. It portrayed the strong will in participating in the study on their perception towards QASOs supervisory roles. The high return rate was an indication that teachers and headteachers were awake in education matters hence appreciated the involvement in the study.

4.3 Head Teachers' Demographic Data

Head teachers were asked to indicate their gender and age bracket in order for the researcher to understand if they worked during the era of inspectors and also in the era of QASOs. The results obtained are indicated in Table 4.2.

Table 4.2: Cross Tabulation of Head Teachers' Gender and their Age Bracket

		Age bracket of the Head teachers			
		Over 40 Years	31-40 Years	18-30 Years	Total
Gender	Female	44	14	11	69
	Male	77	4	4	85
Total		121	18	15	154

As depicted in Table 4.2, there were 44.81 percent and 55.19 percent female and male respondents respectively. Headteachers who were over 40 years of age represented the 78.57 percent of the total number of headteachers. These were professionally mature headteachers who were likely to appreciate the importance of supervision in schools. Age factor was considered to be of importance since a professionally mature person strive to do what is correct especially when they face challenges in their line of profession. There is also a likely hood of professionally mature teachers to produce high quality of learning because of their experience in the teaching career.

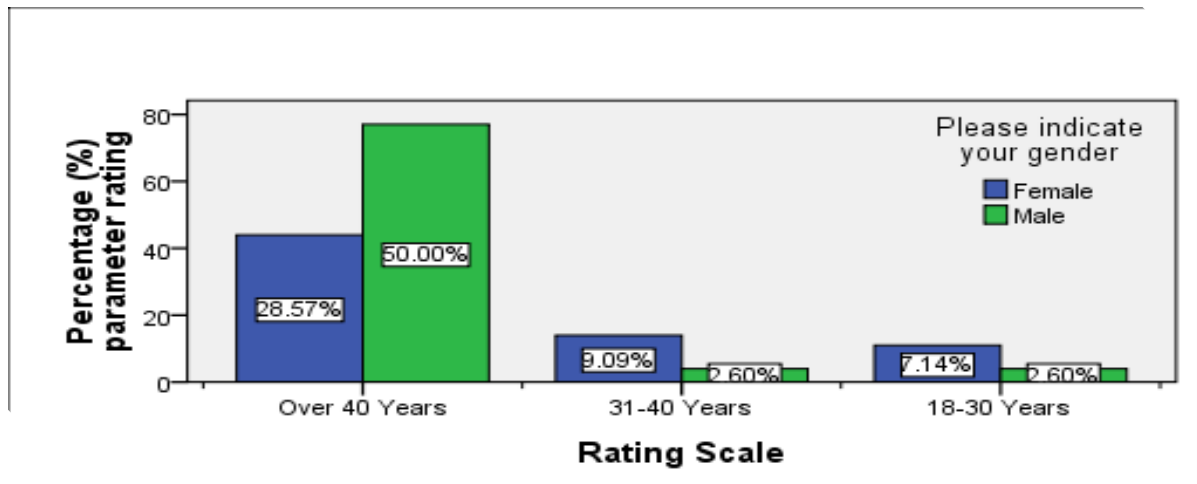


Figure 4.1: Percentage of respondents based on age and gender

The study found that, 44 female respondents, which makes 28.57 percent, of the female respondents were over 40 years of age, 9.09 percent of the respondents were between 31-40 years and the remaining 7.14 percent respondents falling between the 18-30 years bracket. It was also established that, another 50 percent of respondents were over 40 years of age. Within the ages of 31-40 and 18-30 years bracket, there were 9.09 and 2.60 percent female and male respondents respectively. It was established that most of the head teachers were over 40 years of age. This study established that, as was observed by Ndegwa (2001), some head teachers had a negative perception towards supervision. Those head teachers are still practicing in these schools. A head teacher with an age of over 40 years, which takes 50 percent of the head teachers according to Figure 4.1. This is likely to have been practicing during Ndegwa study in the year 2001. This implied that such head teachers, unless they changed their perception, would still be upholding the negative perception on QASOs supervisory roles thus deterring improvement in schools, but this study establishes that headteachers has a positive perception on QASO's supervisory roles.

4.4 Level of Education of Head teachers

Table 4.3: Level of Education and Age of the Head teachers

Educational Qualification	Age of the headteachers			Total	Percentage Totals
	Over 40 Years	31-40 Years	18-30 Years		
PHD	0	2	2	4	2.6
Master's degree	14	0	2	16	10.4
B.Ed	51	6	7	64	41.6
Diploma	34	10	4	48	31.2
PI	22	0	0	22	14.3
Total	121	18	15	154	100

As shown in Table 4.3, 2.6 percent headteachers had PhD degrees 10.4 percent were Master's degree holders and 41.6 percent B.Ed. holders. 45.5 percent had diploma and certificate qualifications.

High levels of education are an indicator that head teachers were likely to contemplate reasonably the issues surrounding their areas of jurisdiction in curriculum delivery and supervision amongst other managerial duties in their respective institutions. This observation is in line with Okumbe (1999) assertion that leaders who are well educated in most cases have no problem with working alone or as a team. For this reason, head teachers in Kiambu County were expected to enhance their working relationships with QASOs as colleagues.

4.5 Factors Contributing to Teachers' Perception on QASOs' Supervisory Roles

There are a number of factors which contributed to teachers' perceptions of QASOs' supervisory roles. The factors include issues related to effectiveness and efficiency of QASOs supervisory roles through interpretation of curriculum objectives, promotion of teachers' professional growth, establishment of school-community relations, assisting teachers and head teachers in furthering education, assisting teachers in planning, uplifting academic standards and improvement of performance (Okumbe, 1999). This is similar to Sanka's (2014) findings that it is the duty of QASOs to enhance teaching and learning methods through inducting teachers on the best teaching practices. With QASOs executing their mandate professionally with zeal and caution, they stand a good position to win the teachers support and also influence the teachers perception on QASOs supervisory roles positively.

OBJECTIVE ONE: To investigate teachers' perceptions of QASOs' supervisory role in public primary schools' academic improvements

The researcher sought to establish teachers' perception on QASOs supervisory roles since Kiambu County had registered improvement in KCPE. Variables used were the teachers and headteachers responses which were analyzed using mean values and percentages. The following factors were investigated:

4.5.1 Positivity of Teachers towards QASOs' Supervisory Roles Using the Headteachers as Respondents

The study sought to investigate the head teachers' perception on positivity or negativity of teachers towards QASOs' supervisory roles on curriculum implementation. The findings are shown on Table 4.4.

Table 4.4: Head teachers' Opinions on Positivity of Teachers' perception on QASOs Supervisory Role during Curriculum Implementation

Rating	Frequency	Percent
Strongly disagree	4	2.6
Disagree	18	11.7
Agree Less	28	18.2
Agree	82	53.2
Strongly Agree	22	14.3
Total	154	100.0

As shown on Table 4.4, 67.5 percent of the headteachers agreed that teachers were positive on QASOs' supervisory role of curriculum implementation while only 14.3 percent held a different opinion. The headteachers' high level of agreement was an indication that most teachers embrace the supervisory role of QASOs roles. The findings agreed with those of Sanka (2014) who noted that QASOs responsibility was to support

the teachers and work with them with a view of improving learning to adhere to improved quality of education in public schools.

Similarly, as Sallis (2002) observed that head teachers are supervisors as well as teachers, therefore, when they give their opinions that teachers perceive QASOs supervisory roles positively it implies that QASOs image amongst the teachers is held positively. In addition, the study found that head teachers interact more with teachers on daily basis than other senior officers do. Thus, headteachers are the right people to assess and comment on perception of QASOs supervisory roles. It was therefore evident that teachers held positive perceptions about QASOs supervisory roles.

The findings also support the observation of Sanka (2014), that head teachers' supervision practices impact a lot on the performance of both teachers and pupils towards improvement. This study's findings also concurs with the findings of Mareche (2012) that positive perception on the role of QASO by teachers would bring forth academic improvement in schools. Mareche's findings also agreed with this study, which established that teachers no longer view QASOs as fault-finders but they do approach QASOs with ease for any assistance required in the curriculum implementation process.

4.5.2 Frequency of QASOs Visits in Schools on Yearly Basis

The study found that it is a government requirement that every public primary school should have a supervisory visit by QASOs once a year. The frequency of the supervisory visits in schools is dictated by the commitment of the QASOs in other duties (Kipkirui,

2011). Teachers were asked to rate the frequency of QASOs visits in their schools. Frequent visits by QASOs are important in that they interact with teachers often thus easing the tension that would be existing on the side of teachers. This makes the teachers perceive QASOs as co-workers in line with the recommendations of Kimondo (2013) and Ndiso (2013) that, if the advice of QASOs is followed, schools have high chances of improving as more expertise is brought on board. In addition, if QASOs visit schools often, they would be able to establish and understand the challenges faced by teachers and head teachers during curriculum implementation and together they would establish the best problem-solving strategies to undertake in order to bring about academic improvement. The following responses in Table 4.5 were received. In the rating on table 4.5, less agree, agree and strongly agree were taken as positive responses while disagree and strongly disagree were taken as negative responses.

Teachers who appreciate QASOs' supervisory visits benefit a lot especially on advisory. When QASOs visit schools regularly, it is expected that they discuss both improvements and shortcomings in curriculum implementation and evaluation. Since QASOs are knowledgeable on curriculum implementation and schools' improvements in academic performances, they do equip teachers with knowledge which is in turn passed on to the learners and stakeholders.

Teachers who are positive on supervision are better professionals. Teachers gain professionalism through interaction with their supervisors like the QASOs. Teachers positivity or negativity on QASOs supervisory roles determine the kind of a teacher one

is. Teachers who appreciate supervision acquire skills which they use to deliver knowledge to learners hence leading to academic improvements. Regular teachers and schools' supervision increases chances of teachers to learn from their supervisors as was highlighted by Daily Nation's editor (April, 2001).

Table 4.5: Frequency of QASOs Visits to Schools

Rating	Frequency	Percent
Strongly Disagree	3	1.9
Disagree	16	10.4
Agree Less	22	14.3
Agree	100	64.9
Strongly Agree	13	8.4
Total	154	100.0

The study established that 87.6 percent of the teachers agreed that their schools were often visited by the QASOs, while only 12.4 percent of the respondents said that QASOs had not visited their schools during the year.

This study is in tandem with Olembo's (1992) recommendations that frequent supervisory visits are important as supervisory follow-ups contributes to improvement on the quality standards of education. Teachers' responses in this parameter confirmed the prior responses of the head teachers that QASOs were frequent in their supervisory visits

to schools. Nyambura (2013) emphasized that the role of QASOs in curriculum implementation is crucial.

From the this study teachers acknowledged that QASOs were active players in academic improvements in the county. They concur with Okumbe (1999) that frequent visits to schools enhance teachers and supervisors’ relationships, and that by working together improvement may be realized. The study established that QASOs in the course of their visits, impacted on teachers’ perception towards QASOs supervisory roles enabling improved academic performance. Teachers were able to interact positively with QASOs and discuss issues related to academic improvements of their schools.

4.5.3 Interaction of QASOs, Teachers and Head teachers

The study sought to find out whether QASOs and teachers interacted with ease. Responses to the findings are indicated in Table 4.6 below.

Table 4.6:Ratings on Interaction of QASOs, Teachers and Headteachers during Supervisory Visits

	Frequency	Percent
Disagree	11	7.1
Agree Less	35	22.7
Agree	83	53.9
Strongly Agree	25	16.2
Total	154	100.0

From Table 4.6, it was found out that 7.1 percent (11) of the respondents disagreed with this parameter while 92.8 percent were in agreement with the parameter. This indicates that the interaction among the QASOs and the teaching staff in Kiambu County was commendable. When QASOs and teachers interact freely during their supervisory visits, chances of teachers implementing the discussed areas as advised by the QASOs during curriculum implementation are high. Teachers are also able to ask questions on challenging areas of curriculum implementation with ease. Interaction between QASOs and teachers could lead to improved performance as both would be working toward same goals of improving academic performance in schools.

This study findings concurs with Wango (2009) who contended that the rationale for school inspections is conceptualized as overseeing which involves directing, controlling, reporting and giving recommendations to the relevant parties. Good interaction between teachers and QASOs makes it easy for QASOs to give directions and recommendations of teachers and to report positively about teachers' conduct to the relevant authorities. The study established a similar view as Wango (2009) that there has been significant improvement in public primary schools' performance since the working relationship among QASOs and teachers is conducive. It is therefore observed from the study that there is teamwork between teachers and QASOs which, according to Wango (2009), is an indication of improved performance.

Mwinyipembe (2010) states that inspection is meant to create an overview of quality education, supervise in implementation of school curriculum, help diagnose problems and

shortcomings experienced by schools in the curriculum implementation process, monitor and improve teaching and learning in schools. Considering the above responses in this parameter, it is evident that, the interaction among the teachers, head teachers and QASOs in Kiambu County would definitely promote academic improvements by achieving the objectives and rationale of QASOs supervisory roles.

4.5.4 How Teachers Welcomed QASOs and Embraced their Supervisory Roles

The study sought to find out whether teachers welcomed QASOs warmly whenever they visited their schools for supervisory purposes and whether they embraced QASOs supervisory roles as shown in table 4.7.

Table 4.7: Teachers’ Reception of QASOs

Rating	Frequency	Percent
Strongly Disagree	2	1.3
Disagree	31	20.1
Agree Less	46	29.9
Agree	68	44.2
Strongly agree	7	4.5
Total	154	100.0

This study, as shown in Table 4.7, established that 78.6 percent of the respondents were in agreement that indeed teachers welcomed the QASOs warmly whenever they visited

their schools. This is crucial as it shows that the teachers' perception is positive indicating that they embrace the role of QASOs in curriculum implementation, evaluation and academic improvements. According to Aduwo (2013), positive perception of teachers to QASOs promotes dialogue between them and enables them to deliberate on matters of academic improvements and any other matter pertaining to curriculum implementation.

The responses from Table 4.7 indicate that there have been positive perceptions on the way the teachers used to perceive the inspectorate body to the way they currently perceive the QASOs supervisory roles in academic improvements since they perceive QASOs as partners in education and team players in academic improvements in their schools. This study supports the findings of Mareche (2012) in Kitui district that QASOs are supposed to be friendlier and supportive to teachers and school at large.

This study also established that teachers receive QASOs well in schools and perceive them as partners at work. This could act as a motivation to QASOs to willfully visit schools often since the school atmosphere is friendly. When teachers perceive QASOs positively, they are likely to embrace any advice or counsel given by QASOs. It is therefore imperative for this study to argue that the improved teachers-QASOs relationship has impacted directly to the improvement of the performance of public primary schools. The responses in the above parameter indicates that QASOs respect teachers and have regard in the work they do, this itself is a motivation as collaborated by

Koech and Muthoni (2014) that when teachers are motivated, they acquire job satisfaction which brings forth production of improved results.

4.5.5 Reception of QASOs in their Zone

The researcher sought to find out how head teachers described QASOs in their zones.

The head teachers' views are as indicated in Table 4.8.

Table 4.8: Head teachers' Reception of QASOs in their Zones

	Frequency	Percent
Inspector	4	2.6
Intruder	14	9.1
Helper	36	23.3
Facilitator	60	39.0
Colleague	40	26.0
Total	154	100.0

From Table 4.8, 88.3 percent of the respondents denoted that QASOs are facilitators, helpers and partners in their zones. The indication is that QASOs roles were appreciated by a significant number of respondents and helped teachers by offering advice in their line of duty for academic improvement. Mwinyipembe (2010) contended that the role of supervisors is to manage, supervise, guide and promote teachers.

Similarly, this study is in support of Mwinyipembe (2010) as well as Sulliva (2000) that supervision is meant to help teachers improve the learning of pupils and post improved academic results since it has been established from the study that positive interaction between teachers and QASOs has created conducive teachers' working environment which motivates the teacher to perform better hence improved results.

From the responses given, it is evident that QASOs in their zones were facilitators and worked together with teachers as colleagues. Team work is a key indicator of improved performance. When QASOs put their hands in helping teachers, facilitating them to achieve their professional goals and objectives set for performance improvement. Teachers appreciate their work and perceive their supervisory roles as vital and crucial. Chebii (2014) noted that when teachers are advised and corrected without being pushed or scolded, there is a likelihood of improvement of teaching standards hence academic improvement in learners achievements.

4.5.6 Head Teachers' Description of QASOs Supervisory Roles

Head teachers were asked to rate their opinions that best describe QASOs supervisory roles. The findings of the study were based on Likert scale of 1-5 with scale 1 being strongly agree and scale 5 being strongly disagree. A mean of 2.5 and above would indicate disagreement while a mean below 2.5 indicating agreement. The responses are as shown on Table 4.9.

Table 4.9: Head Teachers' Description of QASOs Supervisory Roles

Statement	Std.		
	N	Mean	Deviation
QASOs participation in curriculum development	154	1.32	.508
QASOs have content knowledge in the subject they observe	154	1.36	.544
QASOs have strong interpersonal skills	154	2.14	.943
QASOs induct teachers on suitable teaching methods	154	2.16	.930
QASOs interpret curriculum objectives	154	2.24	.833
QASOs role in selecting teaching and learning materials	154	1.97	.925
QASOs offer to teachers in-service education	154	1.58	.920
QASOs offer opportunities for professional growth to teachers	154	1.99	.997
QASOs offer guidance and counseling to teachers	154	2.00	.714
QASOs interact freely with teachers during their visits	154	2.28	.897

As indicated in Table 4.9, the mean of all responses ranged from $M = 1.32$; $SD = .50$ and $M = 2.28$; $SD = .89$ indicating that head teachers were in agreement that QASOs were very instrumental according to the responses on Table 4.9 above. The headteachers were positive with the way QASOs were executing their supervisory mandates and they embraced QASOs supervisory roles as instruments of academic improvements in public primary schools in Kiambu County. Wango (2009) had observed that there existed fear

among the school personnel which hindered improvement. Findings in this study indicated that contrary to Wango (2009) observation, head teachers' rapport and relationship between head teachers and QASOs had improved. The findings indicated that headteachers no longer feared QASOs but embraced their roles in the supervision of schools.

Mwinyipembe (2010) further noted that, there was no guarantee that teachers would recognize and accept any shortcomings identified by inspectors but rather many teachers and head teachers, when advised on impending inspection were likely to be apprehensive and consequently end up putting something of a show to impress inspectors. The findings in this study take a different direction indicating that head teachers and teachers are comfortable with the way QASOs carry out their supervisory roles during their visits to schools.

4.6 Objective Two: Teachers' Perceptions of Effectiveness of QASOs Supervisory Roles

Effectiveness of QASOs in their supervisory roles and academic improvements of schools has been a concern by education stakeholders (Micheni, 2014). Effectiveness of QASOs supervisory roles in Kiambu county has determined through teachers' responses on parameters discussed in the subsections below.

The study sought to find out whether QASOs informed teachers on syllabus changes since knowledge is dynamic.

4.6.1 QASOs' Role of Informing Teachers on Changes in Curriculum

Role of QASOs to notify teachers in the changes in curriculum is not only important but also unavoidable in changing the teacher's perceptions on QASOs and their supervisory roles in academic improvement. Teachers and QASOs must fundamentally create a coherent teamwork approach towards curriculum improvements (source). Consequently, teachers were asked to rate effectiveness and efficiency of QASOs in informing teachers on changes in curriculum during the implementation of their supervisory roles. They rated given statements using a scale of 1 to 5 with 1 being Strongly Agree and 5 Strongly Disagree. The responses are indicated on Table 4.10.

Table 4.10:QASOs Role in Informing Teachers on Changes in Curriculum

	Frequency	Percent
Strongly Disagree	38	11.1
Disagree	36	10.6
Agree Less	51	15.0
Agree	171	50.1
Strongly Agree	45	13.2
Total	341	100.0

The study findings as in Table 4.10, 78.3 percent of the respondents agreed that QASOs offered them essential information on changes in curriculum. This confirms that QASOs involvement in the education performance is instrumental in proper curriculum

implementation. However, 21.7 percent of the respondents differed with this parameter. The study established that 21.7 percent is a large percentage of the respondents who disagreed with this parameter hence cannot be ignored. However, since 78.3 percent of the respondents agreed with the parameter, it shows that there has been a wake-up on the side of the QASOs.

It is crucial for QASOs to keep on informing teachers on changes made by KICD so that as teachers deliver the curriculum, they may teach with know how especially on relevant content at every level of learning. Knowledgeable teachers are likely to produce well prepared and equipped learners who can face exams without necessarily tiring learners with irrelevant materials. Informed teachers are also able to make informed good choices of textbooks which match with the approved syllabus.

4.6.2 Frequency of QASOs Supervisory Visits in the Public Primary Schools

Table 4.11: Frequency of QASOs Supervisory Visit to Schools

	Frequency	Percent
Strongly Disagree	51	15.0
Disagree	50	14.7
Agree Less	94	27.6
Agree	109	32.0
Strongly Agree	37	10.7
Total	341	100.0

Table 4.11 shows that majority of respondents that is 70.4 percent agreed that QASOs made frequent school visits within Kiambu County. It is therefore affirmative that QASOs informed the teachers of curriculum changes during their frequent visits in schools. The study showed that QASOs gave information on curriculum implementation to teachers. This means that they had discussions and dialogues with the teachers before and after supervision. In such forums QASOs informed teachers of changes in the curriculum used in schools, an indication of positive relationship with teachers. Frequent visits of QASOs to schools help a lot in improving the relationship between the teachers and QASOs and also enhance cooperation between the two parties during curriculum implementation. Frequent visits are also a basis of dialogue between teachers and QASOs.

Where dialogue is engaged by two parties, there is a likelihood of agreement on the way forward. QASOs and teachers having dialogued to discuss the implementation of curriculum through thorough preparation of lessons and learning resources, and QASOs making frequent visits, a lot of yield is expected. The positive outcomes on learners academic performance will be realized through frequent visits and frequent sessions of dialogue sessions. Since QASOs frequently visit schools, the indication is that both the teachers and QASOs will agree through dialogues on how to register high output in academic performance.

The study established that QASOs carried out their supervisory visits in public schools in Kiambu County. This was important in order to shed light on the teachers' perception

on the QASOs supervisory roles. According to Olembo (1992), it is expected that the teachers' perceptions would be positive if the QASOs were frequent in their supervisory visits. Similarly, the teachers would express their observations in the event that QASOs rarely visited the schools. Teachers were also asked to rate the frequency of QASOs supervisory visits to schools and the following responses were captured in the table below.

The high frequency of supervisory visits by the QASOs increase the interaction between the teachers and the QASOs hence impacting on the positive perception of teachers towards the QASOs and their supervisory roles. Okumbe (1999) advocated that for effective interpersonal relationship which he termed as a strong tool towards improvement of educational institutions management of resources including human resources. A teacher is a human resource. Having 70 percent of the respondents agreeing with this parameter. It is imperative that QASOs should have dialogue with teachers to discuss the class supervisions they conduct.

As was observed by Irungu (2013), this study established that the frequent visit made by QASOs to schools facilitates a good rapport between the teachers and QASOs. The QASOs could take the lead in educating teachers on curriculum changes. QASOs are also known to communicate with teachers through organized refresher courses and seminars through which they sensitize the teachers on the changes in the curriculum. Such forums are known to be beneficial to the teachers since they also get a chance to meet with other teachers and also socialize.

Integrate discussions on findings that are on the same variable to avoid repetition. Combine information in Table 4.11 with that in Table 4.6.

4.6.3 Role of Promoting Teachers Professional Growth

Further, the study sought to establish the role of QASOs in promoting teachers' professional growth. According to Wango (2009), QASOS are supposed to participate in identification process, selection process and promotion of teachers. Sanka (2014) argued that QASOs are supposed to advise teachers in collaboration with Teachers' Service Commission on career guidance thus promoting teachers' professional growth. This study sought to find out whether QASOs performed their role of promoting teachers' professional growth. The responses are as reflected in Table 4.12.

Table 4.12:QASOs' Promotion of Teachers Professional Growth

Rating	Frequency	Percent
Very Frequent	11	3.2
Frequently	68	19.9
Less Frequent	97	28.4
Rarely	92	27.0
Never	73	21.4
Total	341	100.0

Table 4.12 shows that 51.6 percent of the respondents were assertive that the quality assurance officers helped in professional growth and career development of teachers. However, 43 percent of the teachers differed with this parameter; an indication that QASOs needed to improve on the advisory role of teachers' career and professional growth.

Teachers like any other professionals are expected to grow, move from one grade to another and always better their performance. This shows similarity with the findings of Wanzare (2003), that teachers' professional growth is an important factor towards teachers' motivation and willingness to participate in quality improvement of education. From the responses, it was found out that QASOs in Kiambu County participates in academic improvement with adherence to quality assurance standards. According to report found at Kiambu West Human Resource office at Limuru, many teachers in Kiambu County have gone back to school to upgrade their professional qualifications. Some of them are Masters' degree holders, Bachelor's degree holders or diploma holders; an indication that they are motivated to their professional development. Staff growth influences pupil academic development. One of the policies of TSC is that after attaining a higher education level, a teacher's salary is raised. This motivates teachers leading to improved academic performance of pupils. Olembo (1992) contends that the major objective of instructional supervision is to stimulate staff growth and pupil development.

This study established similar views as Mareche (2012) that teachers' professional growth counts a lot in the improvement of their curriculum implementation. Kiambu

County is a lucky county since it is surrounded by institutions of higher learning such as Kenyatta University, Moi University, University of Nairobi, KISE, Early Childhood institutions among others. Consequently, the number of teachers with P1 qualifications has significantly reduced. (Report from DHRO, Kiambu West). Besides degree courses through which many teachers have been promoted in Kiambu County, QASOs have also been able to identify hardworking, committed and talented teachers whom they have recommended for TPC courses in TTCs where they go for one-week training then they are promoted to higher job groups.

According to Kiambu West TSC office circular 2013 Report of KEMI graduation (2013). Some of the QASOs have also been used in training head teachers for management courses offered at KEMI whereby majority of the head teachers in the country were awarded diploma in education management which is a step forward in promoting head teachers' professional growth. According to KEMI graduation report (2013). Further, according to SMASE WEKSA report (2013), QASOs has been organizing teachers' development courses such as SMASE together with JICA at CEMASTEAM. Seminars and short courses are instrumental in curriculum implementation and also improvement since they refresh the teachers by reminding them their roles and by also giving them new information in the education sector such as best teaching practices, methods and any other supportive information. This goes hand in hand with recommendations of Mareche (2012) and Nyambura (2013).

When the QASOs participate in the promotion of teachers' professional growth, it is in line with what the theory of Abraham Maslow's (1954) theory of humanistic needs which states that motivation of human beings through prioritizing their needs is crucial. It takes priority over other needs. Once this satisfaction is realized, a different type of need becomes the dominant behavior until it is also satisfied. Some of the job-related needs of the teachers are; promotions from one grade to another, training through in service training and acknowledgment of their work by their seniors. When such teachers' needs are met, teachers are motivated to change their perception on QASOs' supervisory roles and are motivated to follow the direction given by the QASOs on academic improvements which later brings improvements on KCPE examination results. Teachers who have grown professionally and are well remunerated experiences job satisfaction and are likely to be more productive at work than the ones who stagnate in one grade. Professionally grown teachers are able to solve learners' problems with ease because they are motivated.

OBJECTIVE THREE:

4.7 To Determine Whether QASOs Supervisory Roles Had Influenced Academic Improvements in Public Primary Schools

QASOs supervisory roles are geared to improve academic performance as was observed by Adikinyi (2007). Adikinyi (2007) stated that improvement in academic performance is measured in terms of the extent to which teachers are assisted by QASOs to improve in their classroom teaching, preparation and keeping of teaching records, assessment and evaluation of students.

The study sought to find out if QASOs supervisory roles had influenced curriculum implementation and academic improvements. According to Goldberry (1997), teachers are supposed to benefit from supervisory sessions through their interactions with the supervisors and from the advice offered to them. Ihaji (2014) contended that good interactive supervision was a motivator to teachers' job performance while Mareche (2012) established that among the factors influencing the role of QASOs in academic improvement was the co-operation of teachers and positive attitude towards QASOs supervisory roles. This study supports the above views since it has established that in Kiambu County, QASOs roles influenced both curriculum implementation and academic improvement. The factors established in support of the same are elaborated in tables 4.13 to 4.18.

4.7.1 Role of Interpreting Curriculum Objectives

Table 4.13:QASOs Role in Assisting Teachers in Interpretation of Objectives of Curriculum

	Frequency	Percent
Strongly Disagree	49	14.4
Disagree	45	13.2
Agree Less	86	25.2
Agree	146	42.8
Strongly Agree	15	4.4
Total	341	100.0

As shown on Table 4.13, it was established that 72.4 percent of the respondents were of the opinion that QASOs had been assisting teachers in interpretation of objectives of curriculum while 27.6 percent of the respondents disagreed with this parameter as shown in table. The study sought to find out whether QASOs assisted teachers in interpreting objectives of curriculum. Teachers rated QASOs on the parameter of assisting teachers in interpretation of objectives of curriculum, most of the teachers agreed that QASOs were instrumental in assisting teachers in interpretation of curriculum objectives.

Okumbe (1999) had noted that QASOs role was that of assessment, improvement and advisory. From the responses, it was found that restructuring of QASO from an inspectorate to an advisory, assessment and supervisory body was timely geared towards the improvement of education standards. Farrant (2009) argued that Curriculum interpretation is an important aspect of teaching pedagogy in all education institutions especially the primary schools where good curriculum delivery forms a strong foundation for the learner to continuously build upon.

With such a positive response, it is evident that teachers in Kiambu County are able to impact the specific objectives of the syllabus on the learners. This is because they understand the objectives of the primary curriculum. According to Okoth (2008), change involves people who are well conversant to handle the change. Good interpretation of the curriculum to a larger extent leads to good curriculum delivery. Interpretation of the curriculum is a core function of the QASOs who are specially trained to help the teachers interpret the curriculum. The ability of the QASOs to effectively assist the teachers in

interpretation of the syllabus positively impacts on the perception of the teachers towards the supervisory roles of the QASOs, having a consequent improvement in academic performance. In Kiambu County, refresher courses have regularly been given to teachers and head teachers by the QASOs according to report given during Kikuyu sub county annual general meeting of all stakeholders held on October 10th 2013. When QASOs visit schools, they demand and emphasize the use of syllabus in preparation of schemes of work and consequently in lesson planning, emphasizing a lot on the specific objectives of the syllabus which is the main curriculum delivery tool.

Well supervised schools with teachers who have positive perceptions of QASOs supervisory roles are likely to benefit through QASOs supervisory sessions. When QASOs visits schools, they interpret curriculum objectives to the teachers and these equips the teachers as they teach the learners with know-how. When teachers are well equied, they teach with ease thus creating a conducive learning environment for the learners hence positive achievements of learners in academic performance is realized.

4.7.2 Role of Orienting Teachers on Suitable Teaching Methods

The study also sought to find out the frequency of QASOs in orienting teachers to suitable teaching methods. The findings are portrayed on the Table 4.14.

Table 4.14: Frequency of QASOs in Orienting Teachers to Suitable Teaching

Methods

	Frequency	Percent
Strongly Disagree	66	19.4
Disagree	57	16.7
Agree Less	82	24.0
Agree	98	28.7
Strongly Agree	38	11.1
Total	341	100.0

From Table 4.14, it is reflected that most of the respondents agreed that QASOs were orienting teachers to suitable teaching methods at a frequency rate of 63.9 percent while the remaining 36.1 percent of the respondents felt that QASOs rarely or never oriented teachers to suitable teaching methods. A mean score of 3.02 is high enough to support this parameter and augments Olembo (1992) findings that it was paramount for QASOs to visit schools regularly.

The results are in agreement with Ndiso (2013) that improvement of schools relies on the growth of QASOs input and teachers' willingness to improve on curriculum implementation. Continuous follow-up is an important and effective measure of the supervisory roles of the QASOs. At a positive frequency of 63.9 percent of teachers agreeing that QASOs followed up the implementation of their supervisory advice, the

study shows that more efforts required in follow-up programmes. QASOs are known to have participated strongly and in the frontline in intervention programs such as SMASE-Kenyan chapter, KRT training, SbTDs and SEP for head teachers.

MoEHR's School Management Guide (1999) also noted that there are other smaller programmes which after being offered to teachers such as district subject based seminars are also seen to input greatly in orienting teachers to suitable child-centered teaching methods which are heuristic in nature where the psychomotor, cognitive and affective domains of the learner have been involved. Practical teaching methods where learners put their hands on are preferred because learners are fully involved in their own learning. Learner centered methods of learning enhances understanding of the content and retention by the intended learner. This finding is in line with Farrant (2009) that suggests highly recommended methods in curriculum implementation are those methods where the learners are practically involved in their learning but not teachers-centered which are expository in nature.

When learners are practically involved in their learning, it is anticipated they improve academically. This study revealed that QASOs are very instrumental to learners' performance. This is so because QASOs has the obligation of inducting teachers to new methods of teaching which are heuristic and practical. It is the role of QASOs to visit schools and supervise the methods applied by teachers during curriculum implementation and they offer advice accordingly as observed by Sallis (2002). This study has established that QASOs are effective in interpreting curriculum objectives, visit schools and inform

teachers on changes on the syllabus, an indication that learners performance in public primary schools is on the upward trend.

Further study sought to determine QASOs role in inducting teachers on how to make good choices of textbooks and other teaching materials.

4.7.3 QASOs Role in Inducting Teachers on how to Make Good Choice of Textbooks and Other Teaching Materials

Table 4.15:QASOs Role in Inducting Teachers on How to Make Good Choice of Text Books and Other Materials

	Frequency	Percent
Strongly Disagree	65	19.1
Agree	78	22.9
Agree Less	88	25.8
Agree	79	23.2
Strongly Agree	31	9.1
Total	341	100.0

The study findings established from Table 4.15 that 58.1 percent of the respondents agreed that QASOs were helpful in inducting teachers on how to make good choice of text books and other teaching materials. However, 41.9 percent disagreed with this parameter. It is evident that most of the respondents acknowledged that QASOs

participated in inducting teachers on how to make good choice of text books and other materials. The findings indicate that QASOs should be more involved in assisting teachers on this area. It further points out to the fact that QASOs have become integral players in academic improvements in public schools in Kiambu County. The positivity of teachers towards the supervisory roles of QASOs is paramount. It was established that teachers appreciate the role of QASOs in academic improvements and adherence of quality assurance and standards in public primary schools.

Nyambura (2013) contended that positive attitude of teacher's leads to improvement of the academic performance. This study is also supported by Wanyonyi (2012) observation in that the study has established that teachers in Kiambu County have embraced QASOs as integral players in the improvement of academic performance and holds positive perception towards supervisory roles of QASOs. The positivity towards QASOs by teachers indicates that they are working together for improved performance in public primary schools.

The study also established that while QASOs have been perceived to be instrumental in curriculum development as indicated in the earlier parameters, a high percentage of the respondents doubted whether QASOs inducted teachers on how to make good choices of text books and other teaching materials. A proportion of 58.4 percent were objective with this parameter while the remaining percentage (41.6 percent) of the respondents was in disagreement. This parameter was approached with mixed reactions from the respondents, an indication of the weak participation of QASOs in inducting the teachers

on choice of teaching materials. The study concurs with Okumbe (1999) that one of the roles of supervisors is to help teachers acquire learning and teaching materials since well selected teaching and learning materials and resources promotes fast understanding of content by the learners. Farrant (2009) contended that improved learning and teaching materials were instrumental to learners' improvement. UNESCO (2004) stated that one of the roles of QASO is to ensure that proper learning and teaching materials are used during curriculum implementation for improvement in performance in schools.

This study established that for better performance on this parameter, QASOs need to improve on helping teachers with the choice of most appropriate learning and teaching materials as this was observed would contribute to improved academic performance.

Teaching materials are crucial to good curriculum delivery. This is a challenge to the QASOs and an area which requires particular attention. According to "orange book" the guide to instructional materials (2013), the text books which are recommended for teaching are proposed and authorized by the MoE through the KIE and publishers such as Oxford University Press, Jomo Kenyatta Foundations and the Moran Publishers amongst others. Public primary schools are authorized by the MoE to purchase books which are only proposed by the ministry in the orange book with the FPE text books vote head. It is, however, not clear whether the QASOs have been significantly involved in the choice of curriculum implementation material and resources' preparation and recommendation at school level.

It was also not clear whether the QASOs undergo in-service courses for preparation and selection of learning resources which might be a loophole since QASOs may not be having the expertise required. Olembo (1992) contended that there was need for supervisors to be trained in selection of materials of learning. The study showed that most teachers use the knowledge they acquired from the training institutions to prepare and make appropriate learning and teaching materials. In addition to that, the former TAC resource centers no longer exist in Kiambu County which is an indication that teachers in this County do not have a reference point of material preparation as it was before since the TAC tutors and the QASOs are currently stationed in their respective district headquarter offices and not in the resource center as it used to be. This study established that there is need for QASOs to device a way of ensuring that teachers are impacted with knowledge of acquiring, selecting and using appropriate materials as they teach to ensure improvement in learners' performance.

Notably, poor teaching materials would lead to poor curriculum delivery and thus consequently lower the quality of education leading to poor performance of learners in examinations in public schools. The quality assurance officers are best placed to address this issue if they have been well trained on this area, since the task of retraining and refresher courses is directly under their supervisory roles.

4.7.4 Induction in Curriculum Implementation

Table 4.16: Number of Head teachers who had been inducted in Curriculum Implementation

	Frequency	Percent
No	19	12.3
Yes	135	87.7
Total	154	100.0

The study according to Table 4.16 found out that 87.7 percent of head teachers in Kiambu County were inducted in curriculum implementation.

The study sought to find out whether head teachers had been inducted on curriculum implementation supervision after their appointment. Induction of head teachers on curriculum implementation and supervision is very critical since when well informed they would be able to competently supervise teachers. The following were the findings of the study.

As shown in Table 4.16, it is observed that 86.7 percent of the respondents indicated that QASOs had inducted them on curriculum implementation. This is a confirmation of the previous observations that QASOs were effective in implementation of their supervisory roles. The head teachers in Kiambu County, therefore, have a big challenge ahead of them of ensuring that their schools register academic improvements as they seem contented with the induction given to them by the QASOs on curriculum implementation

as evidenced in their responses. Irungu (2013) observed that with cooperation and teamwork, head teachers can drive the school's academic performance to high heights. Since the findings of this study are that QASOs were effective in inducting teachers on curriculum implementation. It is imperative that improvement of public primary schools of Kiambu County as the study observed that QASOs were effective in this role.

The study therefore tends to confirm that most of the head teachers were inducted on curriculum implementation, an indication that head teachers have been empowered in curriculum supervision. QASOs should be assisted by head teachers in curriculum implementation and supervision since the head teachers are on the ground hence understand teachers in a better way.

Headteachers are in a better position to supervise curriculum implementation and evaluation since they are also curriculum implementers in their designation. Headteachers being the supervisors on the ground and supervising curriculum day in day out, they can assist the QASOs as they visit schools for supervisory visits to have a starting point of their assessments which should make the supervisory sessions more successful because of prior knowledge of the schools.

Which agrees with the observation of Sanka (2014) who observed that headteachers consistent institutional supervision practices influenced pupils' academic performance. This is so because, when headteachers are well inducted on curriculum implementation and supervision, they stand a good position to influence both the teachers and learners to

work towards academic improvement. This study therefore anticipates improvement in Kiambu County’s public primary schools as the parameters indicates.

4.7.5 Role of Assisting in Evaluation of Teaching and Learning Processes

Table 4.17: QASOs Role in Assisting in Evaluating Teaching/Learning Process

	Frequency	Percent
Strongly Disagree	29	8.5
Disagree	60	17.6
Agree Less	74	21.7
Agree	137	40.2
Strongly Agree	41	12.0
Total	341	100.0

From Table 4.17, 73.9 percent of the respondents agreed with the parameter that QASOs assisted in evaluation of teaching and learning materials. Curriculum evaluation is the core business of any curriculum development process. Evaluation should be conducted at different times throughout the period of curriculum implementation. Curriculum evaluation ensures that teaching is effectively and efficiently carried out helping the implementers to make up for any deficit noticed. Evaluation in curriculum evaluation can be formative, summative or diagnostic in nature. In primary school education, evaluation of learning is conducted by testing the learners to see the extent of curriculum implementation, supervision of learning or teaching process through classroom visits by

QASOs and evaluation of the learning/teaching resources. It is through curriculum evaluation that assessment is done to find out whether a certain institution has registered improvement in academic performance. QASOs in Kiambu County help in the evaluation and analysis processes since a larger percentage of the respondents have concurred with this parameter.

The study also sought to establish whether QASOs assisted teachers in evaluation of teaching and learning process. QASOs role in improvement of education standards cannot be overlooked at all, it was established from Table 4.17 that 73.9 percent of the respondents were of the opinion that QASOs were participating in the evaluation of the teaching/learning process as shown in the tabulation below while only 26.1 percent of the respondents were of a different opinion. It then shows that QASOs are committed to curriculum evaluation which is actually the pivot of all learning processes. A well evaluated curriculum is very effective and more prospective to improvement. This finding is in support of Olembo (1992) findings that maintenance of quality and improved performance is part of QASOs responsibility and that improvement can be determined through curriculum evaluation. This study observes that QASOs in Kiambu County were instrumental in curriculum evaluation a parameter that prompts performance improvement. Olembo (1992) maintains that QASOs role included maintenance of quality education, implementation and evaluation of programmes and this observation is further supported by this study that the outcome of any consistent, well carried out supervision is catalytic to performance improvement.

Teaching and learning programmes are supposed to be evaluated. Evaluation is a way of giving feedback to the teachers, the learners and all stake holders in an educational institution. Good evaluation is a motivation to all stakeholders. During evaluation, performance gaps are identified and solution is sought. This assists the stakeholders especially the teachers to change their methods of curriculum implementation to suit the content delivery and level of learners. Well evaluated programs improve standards of the institutions.

4.7.6 Inspection of Professional Documents

Table 4.18: QASOs Role in Inspection of Professional Documents and Advice

Accordingly

	Frequency	Percent
Strongly Agree	71	20.8
Agree	125	36.7
Agree Less	64	18.8
Disagree	44	12.9
Strongly Disagree	36	10.6
Total	340	99.7

The study further sought to establish whether QASOs inspects teacher's professional documents and offer appropriate advice. The researcher asked the teachers to give their opinion on whether QASOs carried out inspection of professional documents. As a requirement, the approach adopted by the QASOs to supervise on the consistency and

proper delivery of the curriculum is through checking of professional documents used by the teachers and advising them accordingly. Proper preparation and consistent use of professional documents such as schemes of work, lesson plans, class registers, lesson notes and progressive records by all teachers was a crucial role. With proper and consistent professional documents, teachers are able to implement the curriculum well and thoroughly. The absorption of the content by learners is also anticipated to be high since curriculum implementation is systematic.

This is depicted in the Table 4.18 Okumbe (1999) asserts that supervisors should help teachers plan, organize their work, create a healthy classroom atmosphere and prepare accurate professional records. In this study respondents were in agreement that QASOs were executing their role of checking professional documents in the county in public primary schools effectively. Okumbe (1999) observed that the study observation is that with QASOs carrying out this mandate, performance improvement in the county is expected to rise.

According to Mwarwanga (2004), this approach is beneficial as it shows a chronology of teaching schedules and curriculum delivery plans of the teachers. It is thus easier to use this approach to check and determine the type of methodologies used by the teacher in curriculum delivery as Farrant (2009) recommended proper planning of a lesson by the teacher. Asked to rate the efficiency of the QASOs in implementing this approach, 77.1 percent of the respondents were affirmative to this parameter. Whenever teachers go to class prepared, the outcome of their class delivery is usually positive. Planning the

teaching and learning sessions is crucial to every teacher to enable them impact the scheduled knowledge systematically and in an organized and orderly manner. Teachers who plan their lessons well usually work with ease and enjoy the teaching sessions since they only become facilitators for pupils to learn. Teachers according to the parameter seem to enjoy when their documents are inspected. Inspection of professional documents imparts confidence to the teacher.

Through the responses shown on Table 4.18, 77.1 percent of the respondents agreed that QASOs played their supervisory role of inspecting professional documents whenever they visited their schools while 22.9 percent were in disagreement. A mean score of 2.54 was realized indicating that more than half of the responses were in support with the parameter.

According to Okumbe (1999) Supervision is a continuous process that assists both teachers and QASOs to acquire new knowledge and skills through their practice and positive interaction. It is a process that should not end after the QASOs have made their observations of classes but should rather entail an in-depth discussion of the results with all stakeholders involved thereafter. Okumbe (1999) contended that teachers and head teachers are mandated to implement the proposed changes and suggestions from the QASOs after class observations. This study confirmed that through the interaction of QASOs and teachers, there has been realized acquisition of knowledge an indicator to performance improvement.

Professional teachers should maintain professional documents which are well prepared containing all the relevant materials. Well prepared documents such as the lesson plans and schemes of work make the work of a teachers easy and enjoyable. Teachers with well-prepared professional documents are knowledgeable even as they deliver the curriculum to the pupils, they make positive impact. Well taught learners through organized lessons are likely to improve their academic performance. Inspection of professional documents impacts directly on the teachers' performance in class since the teacher will maintain the correct document.

When QASOs check professional documents prepared by teachers during supervision, it is important because teachers are advised in the areas whereby the professional documents maybe substandard in content, format or even organization.

The study sought to establish the teachers' perception towards the QASOs meeting and discussing the observed lesson with a teacher as a colleague. Concerning this parameter, the respondents in their responses portrayed great compliance of the QASOs to the MoE (2000), that is, the lead assessor provides formal or oral feedback on the assessment to both the head teacher, and teachers and other stakeholders involved. Further advising them on the suitable way of carrying out curriculum implementation. The findings of this study concur with MOE (2000) in that teachers and QASOs hold meetings and discuss on the supervision carried out as observed from Table 4.19.

Table 4.19: QASOs Meeting and Discussion of Observed Lessons with Teachers as Colleagues

	Frequency	Percent
Strongly Disagree	65	19.1
Disagree	44	12.9
Agree Less	71	20.8
Agree	112	32.8
Strongly Agree	49	14.4
Total	341	100.0

The study found out from Table 4.19 that 68.8 percent of the respondents felt that QASOs were discussing the findings observed during their class visit with teachers as colleagues while 31.2 percent were in disagreement. However, a mean score of 2.88 supports that majority of the respondents were affirmative to this parameter. This portrays an important step in creating good rapport between the QASOs and the teachers. Such supervisory approaches could be pertinent in salvaging the once tarnished image of the supervisory body. Okumbe (1999) had observed that the supervisory body was founded on autocratic management that was aimed at ‘catching’ the teachers red-handed instead of a fact-finding activity.

This study posts a different opinion from earlier studies since the findings shows that QASOs were interacting well with teachers in their classes and that the supervision were

carried out in a professional way where discussions were held after classroom visits, QASOs and teachers discussed the supervisions as colleagues and move forward with an objective of performance improvement as a team. This study supports Nyambura's (2013) view that with improved methods of supervision and rapport between teachers and supervisors, improvement in performance would be realized.

In this study, it was found that QASOs discuss the observed lessons with the concerned teachers. This approach of supervision is very motivating to the teacher because interactive sessions enhance good relationship and creates a conducive working environment. This motivates teachers to work hard hence leading to improved learners' performance.

4.7.7 Contribution of QASOs Supervisory Role to KCPE Examinations Results

The study sought to find out whether QASOs' supervisory roles have an impact on the KCPE result improvement. The study also sought to know the teachers' feelings towards this parameter and the following responses were received.

Table 4.20: Investigations of QASOs Supervisory Roles' Contribution to KCPE

Result Improvement

	Frequency	Percent
Strongly Disagree	21	6.2
Disagree	62	18.2
Agree	85	24.9
Strongly Agree	172	50.4
Total	341	100.0

The study established from that 50.4 percent of the respondents agreed that indeed the QASOs supervisory roles had helped in the KCPE result improvement. 24.3 percent strongly agreed, therefore, 75 percent of the respondents responded positively on this parameter and only 25 percent were of a different opinion. In Kiambu County Directors' Report (2013), the county was position 28 in the Republic in KCPE 2012 with a mean score of 250.5. The performance per district was as follows: Ruiru District – 288.1, Thika Municipality – 274, Githunguri – 268.4, Kiambu – 268.3, Kikuyu – 267.3, Lari – 250.2, Limuru – 245.9, Thika West – 245.1, Gatundu – 244.2, Gatundu North, 238.3, Thika East 222.4. The performance improvements reflected in all sub-counties within Kiambu County portrays that there is a rising trend in KCPE performance in the County. This is therefore evidence that the supervisory roles of QASOs has a stake in performance improvements as shown on the table. When QASOs perform their duties well, they instill confidence in teachers which also contributes to change of perception.

This translates to performance of teachers in classrooms and the end result is pupils good performance in exams.

In comparison, according to Kiambu examination analysis (2008), Thika municipality had a mean score of 267.69 in the year 2006, in 2007 the mean was 266.29, and 265.32 in 2008. As shown above, in 2012, it had 274. Githunguri district in 2006 had a mean of 242.13 in year 2007, the mean was 239.95, and in 2008 the mean was 242.64 while in 2012 the mean score stood at 268.4. The total mean scores for the larger Kiambu district which constitutes the County today were 241.03, 244.88, 245.26 in the years 2006, 2007 and 2008 respectively. In the year 2008, the public primary schools alone had a mean score of 213.87 while in the year 2012; the Kiambu County public primary schools had a mean score of 229.4. Since the QASOs came on board in the year 2007, the academic improvements have been realized in the County. This was data collected from Kiambu county KCPE performance booklet.

The data reflects positive index in performance of KCPE after the QASOs came on board. This is evidence that supervisory roles of QASOs have influenced KCPE performance positively within Kiambu County. The improvements can also be attributed to the improved teachers' attitude towards the QASOs' supervisory roles.

Data collected from Kiambu County Education office on KCPE performance indicated that the total mean score of all the sub-counties which form Kiambu County was 253.80 in the year 2013. This was great achievement from 2012 where county mean score was

250.5. Data for 2014 KCPE in Kiambu County was not given since the Education Secretary had banned exam analysis but the County Education Exam Department confirmed to the researcher that there was notable improvement in the county. A case of Kiambu Sub-county for example had the following mean scores posted from 2007 to 2014 recorded respectively: 244.88, 245.26, 256.39, 261.44, 268.26, 266.90 and 269.73. There is notable improvement all along which is an indication that the county has continuously improved in KCPE. The rise may be attributed to QASOs involvement in curriculum implementation among other factors. Goldberry (1997) said that as teachers benefit from supervision, learners also benefit. This study affirms that when QASOs supervisory roles are executed professionally and the supervisory sessions conducted interactively well, QASOs and teachers are likely to move on well in the direction of performance improvement as a team.

The study anticipated that the county's noted improvement in KCPE since 2008 was influenced by increased participation of QASOs in academic improvements. QASOs in their supervisory roles in public primary schools' KCPE examinations results in Kiambu County as supported by the responses to this parameter. The change of perceptions of QASOs supervisory roles by teachers have contributed to academic improvements in the county as indicated by the data reflected earlier on page 77. The positive perception on the side of the teachers is crucial as QASOs continue to play their supervisory roles effectively.

Koech (2014) observed that positive attitude towards work by teachers was a crucial driving force towards performance improvement. Koech (2014) contended that extrinsic motivation to teachers such as respect, value for their work, friendly working atmosphere would lead to improved performance of pupils since teachers had a big stake in determining the performance. Koech observed that when teachers were motivated to work they would also motivate pupils to improve on their academic performance. This study is in agreement with observation made by Koech (2014). Improved rapport between teachers and QASO prompts to motivation of teachers since they have nothing to fear when they are supervised. Conducive environment and healthy working relationship worked to change the perception of teachers towards QASOs supervisory roles leading to improved performance of duty by teachers and consequently improvement in pupils' performance.

According to this study, if QASOs carry out their supervisory roles effectively, advising teachers accordingly on the best methods of curriculum implementation and evaluation, create a good rapport between them and the teachers, teachers take their advice positively and implement the recommendations effectively which of course becomes instrumental in academic improvement which is reflected in KCPE examinations improvement.

In conclusion, QASOs supervisory roles have shown considerable improvement in the education standards. The considerable improvements have been as a result of a relatively small number of QASOs who have been deployed across the county. It is then imperative

that, for the quality of education to undergo a rapid improvement, the number of QASOs should be increased equitably in Kiambu County. This increment will impact directly on the quality of education, a move that will consequently enhance the academic improvement of public schools not just in Kiambu County but in Kenya as a whole, such improvements would be reflected in KCPE examination results.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study. It is in this chapter that the findings are summarized and conclusions from the study drawn. In this chapter, the researcher make recommendations and suggestions for further research pointing out the areas of concern.

5.2 Summary

The following summary is presented for the study.

Based on the study's data, it was found that the teachers, head teachers and QASOs have created a harmonious, all-inclusive working environment that is characterized by teamwork, coherence, understanding and goodwill towards a common goal of academic improvement in the County. Teachers in particular felt that the QASOs have become friendlier in their supervisory visits, an aspect that has enabled them to change their perspective towards the QASOs supervisory roles. They indicated that they were now able to approach and discuss issues with the QASOs freely as colleagues unlike in the earlier findings that that attitude of teachers towards supervisors was always barrier to improvement.

The teachers indicated that they were now more appreciative of the QASOs supervisory roles thus creating a positive perception. This is fundamental as it helped them feel included in the curriculum and academic improvement processes. This was consequently

raised their motivation and thus most of them are now able to further their education. According to the responses of the study, increased re-training of the teachers will have a positive impact in the academic improvement in Kiambu County.

Head teachers felt that the QASOs had become integral stakeholders in the education improvement process in public primary schools. QASOs, they noted, have become instrumental in curriculum improvement through their supervisory visits where they get to advise the head teachers not just in academic improvement issues but also in managerial issues. The head teachers further noted that since the QASOs have become friendlier and more frequent in their supervisory visits, a virtue that's welcome by teachers, the academic quality standards is further upheld through discussions of the supervisory findings and invaluable advice on how the head teacher together with the teachers can improve on their schools' academic performance amongst other pertinent issues that directly impact on academic improvements in public primary schools in Kiambu County.

QASOs indicated that the teachers and head teachers were indeed appreciative of their supervisory roles and together they had managed to create a conducive, team-bound environment for academic improvements in this County. The supervisory approach used by the QASOs was observed to have changed from a fault-finding approach to a supervisory approach which is friendlier and more effective towards curriculum implementation and quality academic improvement in public primary schools in Kiambu County. QASOs were observed to have high academic qualifications and significant

teaching experience so that were able to make informed decisions based on a clear understanding of the academic needs of the public primary schools in Kiambu County.

On the teacher's perception on QASOs' supervisory roles. Factors such as impromptu visits to schools, poor relationship between teachers and inspectors, fault-finding missions, low opinion on teachers performance, superiority complex suffered by inspectors vis-à-vis inferiority complex suffered by teachers, lack of recognition and appreciation for teachers work, harassment of teachers by inspectors, male inspectors harassing female teachers, dishonesty, inspectors receiving bribes from teachers, looking down on teachers, lack of respect, issuing threats to teachers and failure to hold dialogues with teachers as colleagues at work caused teachers negative perception on QASOs supervisory roles.

This study observed differently in its findings that QASOs supervisory roles were fundamental to academic performance. QASOs were found to have created a good rapport with teachers and school at large in order to enhance teamwork spirit. It was observed that recruitment of more QASOs by the government through the Ministry of Education is vital to increase efficiency and effectiveness of this supervisory body.

This study established that school working atmosphere has become better since the QASOs have become integral stakeholders in the education sector, they work with dedication, diligence and self-discipline. Most of the teachers reason out that QASOs advices regarding teachers' professional growth was not only important but also timely

since competence have become a requirement to promotions, besides the personal gratification that comes along with professional growth. Some teachers indicated that there was good co-ordination between them, head teachers, QASOs and parents an indication that increased coherence in teamwork, and school community relationship are core aspects in academic improvement in public schools.

This study further established that teachers and head teachers were appreciative of the positive criticisms, guidance and counseling, advices and methodologies towards proper curriculum implementation which were offered by the QASOs. These roles, they contended, were instrumental towards successful curriculum implementation and academic improvements. In line with the above, head teachers recommended that QASOs should be more professional, more appreciative of the head teachers supervisory roles and aid in motivating teachers by recommending promotions of committed and diligent teachers to Teachers' Service Commission (TSC).

Through the study, the researcher was able to find out from the time the name of inspectors changed to QASOs in the year (2007), a lot of gradual changes has taken place on the side of QASOs, teachers and head teachers. The study found out many teachers in Kiambu county count has gone back to university / college for either degree or diploma courses Masters of even PhDs. This training contributed to teachers understanding of QASO roles and take it positively change of perception.

This study found out that education has contributed in majority of the teachers' understanding the role of QASOs in academic improvements. It was established that teachers are committed to their work, promote co-operation and unity and work as a team in school management. The study established that teachers observe what they call in Kiambu County "effective 30, 35, 40 minutes policy" which was introduced by the former provincial education officer Mr. Nyagosia. This is to say that teachers should manage learners' time effectively. It is such and other sensitization and good working rapport between the teachers and the QASOs that led to academic improvements in Kiambu County in the year 2012, 2013 and 2014 respectively KCPE examinations.

This study further established that QASOs input is notable but needs to completely enhance a friendlier, colleague-based relationship between teachers, QASOs and schools. QASOs visits are said to be of much demand as teachers found them to be of great essence in guiding schools on academic improvements and curriculum implementation matters.

According to this study, availability of teaching materials was highly recommended by teachers. They contended that QASOs has a big stake towards assisting teachers in the selection of learning and teaching materials. The study proposed that team work be observed by all parties and the focus on the pupils becomes steadfast. Another important recommendation of this study is that teachers' should be promoted after Teachers Proficiency Course (TPC) and after graduating from institutions of higher education should be rolled up as it is a motivating factor and could help change the negative

perception of QASOs' supervisory roles, with the teachers viewing the QASOs as partners, friends and colleagues who's interest is to jointly work teachers towards academic improvements.

From the study, it was established that a good working relationship between the teachers and the QASOs would lead to improvement in academic improvements due to the morale and willingness to deliver the curriculum. The issue of improvement in the quality of education given to learners is critical and QASOs have to ensure that it is done. It was confirmed that QASOs ensures that teachers interpret syllabus correctly, enhances efficiency in their supervisory roles, advices on curriculum changes or modifications, monitors informal curriculum which promotes the formal curriculum. QASOs also oversee that learners participate in co-curricular activities to avoid monotony and boredom in classes and ensure physical fitness.

From the study, it was noted that workshops such as SMASE SBTDs organized by QASOs are said to have lifted the teachers' morale of teaching. Education days organized in various districts by QASOs and the education officers has contributed significantly to the improvement of the perception of teachers towards QASOs supervisory roles. During such days, pupil's and teacher's work is recognized and appreciated in open forums which is motivating towards academic improvements.

From the study, it is confirmed that guidance in syllabus coverage by QASOs has been a contributing factor to academic improvement in Kiambu County since the Standard Eight

syllabus is normally covered by July 31st of every year so that there may be ample time for revision by candidates in all schools. Teachers and head teachers in Kiambu County appreciate the need of proper, well-organized and friendly supervisory visits of QASOs to schools. Teachers noted that supervisory visits impacts on the improvements of not only academic performance but also quality of education in the County.

From the study, the head teachers agreed that the roles of QASOs are crucial especially in curriculum implementation, interpretation supervision and evaluation. They commended the new approaches used by QASOs to accomplish the above roles and the new approaches they apply. Majority of the head teachers appreciated the advisory roles of QASOs and indicated need for refresher courses offered by this supervisory body.

According to the study, QASOs should improve on the following areas; enhancing teaching and learning methods during their insets, be more vigilant in their advisory roles to awaken teachers, appreciate all schools regardless of their performance records, help teachers and head teachers to work on their areas of shortcoming. Teachers recommended that QASOs should visit schools regularly but should inform the administration instead of making impromptu visits.

From the study, head teachers acknowledged that the relationship between QASOs and schools is better and has contributed towards the positive perception of teachers on QASOs' supervisory roles. They recommended that both teachers and QASOs needs to put much more effort in enhancing good relationship which is found to motivating,

energizing and adds joy in ones work, hence realization of academic improvements. Some head teachers recommend that QASOs should not only visit schools in case of crises but much more importantly with the objective to improve such schools' performance.

This study on the other hand established that that teachers are friendly, appreciate the advice given by QASOs and admitted that their supervisory roles are crucial to academic improvements. QASOs advice, training, insets, promotion of the teachers' syllabus coverage and consequent supervision. Modulating tests made by teachers, advice teachers on their areas of weakness, monitor curriculum implementation, supervision and evaluation of content covered through formative or summative testing were fundamental to academic improvements in public primary schools in Kiambu County.

5.3 Conclusions of the Study

The study makes the following conclusions.

- i. That teachers 'perceptions of QASOs' supervisory roles are fundamental to the promoting of the quality of education in public primary schools. It was established that teachers' perception has been improved through the direct involvement of the QASOs in the education sector in Kiambu County.
- ii. That the teachers' perceptions of QASOs' supervisory roles in public primary schools in Kiambu County is positive. According to the study, teachers acknowledge that QASOs' supervisory roles are vital to academic improvements in public primary schools. Further, from the study, it is observed that the factors

that contributes to teachers' perceptions of QASOs supervisory roles includes: QASOs informing teachers of changes made in curriculum; QASOs assisting teachers in interpretation of curriculum objectives that directly impact on the quality of education in public primary schools; QASOs are actively involved in promoting teachers professional growth; QASOs are instrumental in promotion of good school-community relations; QASOs hold dialogues with teachers before and after classroom visits; hence cardinal relationship. QASOs are more frequent in carrying out supervisory visits to schools hence ensuring that the quality standards of education are continuously maintained. These factors are fundamental in ensuring the improved, quality of education in public primary schools in Kiambu County.

- iii. That teachers associate with QASOs without fear and harmoniously works with them as friends, colleagues, helpers and team-players in academic improvement in this county. Notably, the change of name from inspections to QASO seems to have also contributed improvement of teachers' attitude and perception towards QASOs supervisory roles. Change of methodologies and administrative styles, QASOs training in-service and refresher courses, changed public relations, good approaches to teachers during lessons supervision have all contributed to academic improvement in schools.
- iv. That QASOs supervisory roles have led to academic improvements in public primary schools in Kiambu County. Teachers feel that QASOs supervisory and advisory roles have helped them interpret and deliver the curriculum effectively and efficiently, allowing the students enough time for academic practice and

revision. QASOs have encouraged a child centered pedagogy approach that has by far led to an interactive and more efficient learning process in public primary schools. Through the refresher courses offered by QASOs, teachers expertise have been well harnessed thus leading to proper curriculum delivery and consequent academic improvements in public primary schools.

- v. Lastly, this study concludes that QASOs' supervisory and advisory roles have positively impacted on public primary schools' academic improvements in Kiambu County in myriad ways. Their change of approach from the conventional inspectorate mode to a friendlier advisory mode is instrumental to bringing these changes. The improved perception of the teachers to the QASOs supervisory roles is key to creating the right environment and rapport for academic improvements in public primary schools in Kiambu County, a case that can be replicated in other parts of the country.

5.4 Recommendations

This study makes the following recommendations:

- i. Consultations between teachers and QASOs should be taken as an unavoidable routine aspect in order to develop and harmonize their working relationships as they are supposed to work as a team with friendly atmosphere. In schools where teachers have not yet gone back to universities and colleges to further their education they should be encouraged to do so since it is through schooling that many teachers confess to have understood and appreciate the role of QASOs hence their change of perception.

- ii. Frequent visits of QASOs to schools are paramount since it is through such visits that their advisory roles will impact positively to the teachers' performance hence academic improvements of the pupils. QASOs should spare enough time whenever they visit schools so that they may sit with the teachers to discuss about the challenges the teachers face on the ground.
- iii. QASOs should input in choices of textbooks and other learning materials/resources in order to help schools in value materials selection process.
- iv. Positive criticisms should be given to teachers after supervision together with guidance and counseling on the shortcomings of the teachers while professional advice on curriculum and pedagogy is crucial for QASOs whenever they visit schools.
- v. Frequent refresher courses for QASOs, head teachers and teachers should be organized at different levels of administration to enhance professionalism. The researcher also recommends that the head teachers execute their supervisory roles effectively instead of waiting for the QASOs to take any disciplinary measures on teachers for shortcomings noted.

5.5 Suggestions for Further Research

This study suggests the following the following areas for further research:

This study allows room for replication in other counties within Kenya in order to come up with the generalization of findings on teachers' perceptions on QASOs supervisory roles in public primary schools' academic improvements.

A study like this one may also help to raise strategies and reinforce further study findings on ways in which teachers' perception on QASOs supervisory roles can be efficiently and effectively addressed in order to impact on schools' academic improvements.

Through this study the Ministry of Education can be advised on the effectiveness of QASOs in their supervisory roles and take positive action to empower and capacity build QASOs.

REFERENCES

- Acheson, K., & Gall, M. (2003). *Clinical Supervision and Teacher Development Pre-Service and In-Service Applications*, 5th Edition. New York: John Wiley and Sons Inc.
- Adikinyi, J. (2007) Teachers Perceptions On The Role Of Quality Assurance And Standards Officers On Quality Of Education In Nairobi Public Secondary Schools, Kenya
- Aduwo, F. (2013). *Teachers Perception on Quality Assurance and Standard Officers Instructional Supervision in Public Primary Schools in Lombari Division, Mbita Sub-County Kenya*, Unpublished Work Thesis Uon University of Nairobi.
- Amunga, G. (2000, March). *The Structure and Function of the Inspectorate*. A Presentation Made During An Induction Course / Seminar for Senior Inspectors of Schools, Inspector is And Iis. Kakamega Multipurpose Development Training Institute Kakamega, Kenya.
- Baraza, D. (2007). *Factors Affecting Girls Education*. M.Ed. Research Project Report, University of Nairobi.
- Beach, D., & Reinhartz, J. (2000). *Supervisory Leadership: Focus on Instruction*: London: Allyn and Bacon. (Beach, 2000).
- Blaxter, L., Hughes, C. & Tight, M. (2006). *How to research*. Berkshire: Open University Press.
- Bray, M (2009) *Confronting the Shadow Education System: What Government Policies for What Private Tutoring?* IIEP/UNESCO, Paris.
- Campbell, R. & Neil, S. (2008). *Secondary Schools at Work*. London: Routledge.
- Carrell, D. (2009). *Equitability in Staff Motivation; a Look at Adam's Equity Theory*. Datmount: Adventure Works.
- Chabii, R. (2014). *Factors Influencing Performance of Pupils in KCPE in Kapsarwa Division Elegeyo Marakwet County*. Kenya.M.E.D Unpublished Thesis University of Nairobi.
- Chetalam, S. (2010). *Factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo Sub County, Med Project*. Nairobi: University of Nairobi.
- Covington, C. D. (2011). *Lagging in the race: The impact of teacher morale on student achievement* (Published doctoral dissertation) Capella University.

- Daily Nation* Editor. (2001, April). Ensure Schools Are Regularly Inspected.
- Daily Nation* on the Web. Editorial. Available: [Http://Www.Nationaudio.Com](http://www.nationaudio.com).
- Daily Nation* Editor. (2001, April). Ensure Schools Are Regularly Inspected.
- Education for All (EFA). (2003). *Assessment by Progress*, Nairobi: Kenya Country Paper.
- Education Journal. (2015). An Analysis of Teaching Methods used in Teaching History in Tigania and Igembe Districts, Kenya. Vol. 5. Chicago, USA
- Etindi, K.A. (2001). *A case study of the factors that impede and affect effective inspection and supervision of primary schools in Khwisero Division Mumias Sub County of Western province in Kenya*. Unpublished M.Ed. Dissertation, Kenyatta University.
- Farrant, S. (2009). *Principles and Practice of Education*, United Kingdom. Longman Group
- Fischer, C.F. (2005). A new Agenda for Research in Educational leadership. [Amazon.com/adminbook/chap. 3 htm](http://amazon.com/adminbook/chap.3.htm) Dec 25, 2011
- Glickman C. D., Gordon S. P. and Ross-Gordon J. M. (2009) *Supervision and Instructional Leadership: A Developmental Approach*, 5th edn. Toronto, ON: Allyn and Bacon.
- GoldBerry (1997). "Do Teachers Benefit From Supervision?" In Glanz J. Neville R. F. (Eds), *Educational Supervision Perspectives, Issues and Controversies* Christopher-Gordon Herwood, M. A.
- Gurr, D. (1999). From Supervision to Quality Assurance: The Case of the State of Victoria (Australia). *International Institute for Educational Planning Journal*. [Http://Www.iiste.Org](http://www.iiste.org). *Journal of Educational Practice*.
- Ihaji, J. (2014). *Determinants of Job Satisfaction in Public Dew Secondary Schools in Sabata District Vihiga County Kenya*. M.E.D Unpublished Thesis. University of Nairobi.
- Irungu, P. (2013). "Influence of Head teacher Instructional Supervisory Roles on PPS Performance in KCPE in Kahuro District Kenya".
- Isiolo, A., (2000). *School Inspectors Are Harassing Teachers*. Nairobi: Standard Media Group.
- Kamindo, C. (2008). *Instructional Supervision in an era of Change*. Durham University.

- Kamotho, K. (2001, May). *Adding Value to School Inspection*. East African Standard: Online Edition Available: [Http://Www.Eastandard.Net](http://www.eastandard.net).
- Kamuyu, C. (2001, June). *How Not To Conduct Inspections*. East African Standard: Online Edition Available: [Http://Www.Eastandard.Net](http://www.eastandard.net).
- Kigotho, W. (2001, April). *Discipline, Not Fire Fighters To Safety In Schools*. East African Standard: Online Edition. Available: [Http://Www.Eastandard.Net](http://www.eastandard.net).
- Kilonzo, P. (2013). *Factors Influencing Principals Instructional Supervision Practices in Community Eminated Secondary Schools in Mwingi Central Sub- County, Kenya*.
- Kimondo, W. (2013). *Factors Influencing the Quality of Education in Public Primary Schools Among Pastoralists Communities in Laikipia North District, Kenya*.
- Kipkirui, L. A. (2011) *Role of performance of Quality Assurance and Standards Officers in instructional supervision. A case of secondary schools in Bureti, Kenya*.
- Koech, A., (2014). *Motivation of Teachers as an Extrinsic Reward Towards Improvement in Performance of Schools: M.E.D Thesis University Of Nairobi*.
- Kosgei, S. (2012). *A study on constraints' affecting implementation of FPE in public primary schools in Nairobi province. Unpublished M. Ed Project, University of Nairobi*.
- Maicibi, N. A. (2003). *Pertinent Issues in Employees Management*. M.P.K. Graphics (U) Ltd, Kampala.
- Mareche, E. (2012). *Factors Influencing the Role of QASO in Public Primary Curriculum Implementation in Kitui County Kenya M.E.D Unpublished Thesis, University of Nairobi*.
- Marete, F. (2012) *Influencing of Teachers Practices on Pupils Performance in KCPE in Madaraka District, Nairobi County Kenya. M.E.D Unpublished Thesis, University of Nairobi*.
- Martys, S. (2009). *Instrument reliability. Experiment and Research methods: Qualitative and Qualitative Approaches: Africa press; Nairobi*
- Micheni, W. (2014) *Effectiveness of Quality Assurance And Standards Officers In Enhancing The Quality Of Education In Public Day Primary Schools In Meru South Sub-County, Kenya*.
- Ministry of Education. (2008). *Kiambu Examination Analysis*. Kiambu: DEO's Office.

- Ministry of Education Handbook. (2002). The Role of Quality Assurance and Standard Officers. Nairobi Government Printer.
- Ministry of Education Science and Technology Strategic Plan. (2006 – 2011) Nairobi. Government Printer.
- Ministry of Education and Human Resources Development. (1999), School Management Guide, Kenya Jomo Kenyatta Foundation.
- MOE. (2003-2007). *Education Statistics Booklet*, Nairobi, Kenya.
- MOE. (2013) , Orange Book guide. The FPE instructional materials.
- Mugenda, O., & Mugenda, A. (1999).*Research Methods Qualitative and Quantitative Approaches*. Nairobi. Acts Press.
- Mugenda, O. and Mugenda, A. (2003). *Research Methods Qualitative and Quantitative Approach*. Nairobi: Act Press
- Munyi, H. (2013).*Effective of Free Primary Education on the Quality of Education in Public Primary Schools in Naivasha*.
- Muthoni, C.(2014).*Institutional Factors Influencing Job Satisfaction among Teachers in Public Primary Schools in Kasarani Sub-County, Nairobi County*.M.E.D Unpublished Thesis, University Of Nairobi.
- Mwaura G. (2010) *The role of Quality Assurance and Standards Officers in promoting education in private secondary schools in Limuru District, Kiambu County*.
- Mwinyipembe, M. (2010). *The Effectiveness of Quality Assurance and Standard Officers in School Supervision and Performance: A Case Study of Secondary Schools in Nakuru District*.
- Ndegwa, A. (2001, June). *Teachers Slam School Inspectors*. East African Standards: Online Edition Available: [Http://Www.Eastandaerd.Net](http://www.eastandaerd.net).
- Ndiso, M. (2013). *Influence of Quality Assurance and Standards Officers Instructural Supervision in Curriculum Implementation In Public Primary Schools in Central Division, Machakos Sub-County Kenya*. M.E.D Unpublished Thesis, University of Nairobi.
- NIAS. (2010). *NIAS Annual Report 2010-2011*. Bangalore.
- Njagi, S. (2011) Study of Attitude of Teacher Towards Primary Head Teachers Administration Behavior With Reference To Kirinyanga District M.A. Unpublished Thesis University Of Nairobi Kenya.

- Nyambura, M.(2013).*Factors Affecting Curriculum Implementation in Public Primary Schools Among Pastoralists in Drought Prone Areas, Suswa Division of Narok County Kenya*. M.E.D Unpublished Thesis, University of Nairobi.
- Ojogwu, M. (2010). *Quality Assurance and Supervision in Nigeria*. Education in Nigeria.Lagos.
- Okoth, A. (2008). *Leadership Role of Head Teachers in the Implementation of Secondary School Environmental Education in Siaya District, Kenya*. PhD Thesis, University of Nairobi.
- Okumbe, J. (1999). *Educational Management: Theory and Practice*. Nairobi: University Press.
- Okumbe, J. (2001).*Human Resource Management. An Educational Perspective* Nairobi. Educational Development and Research Bureau.
- Olayemi, G.(2001). *State of Education Sector in Nigeria*. The Educator, Pp. 20-30.
- Olembo J., Wanga, E. & Karagu, N. (1992). *Management in Education*. Nairobi Educational Research of Publication.
- Oppenheim, A. N. (2000). *Questionnaire design, interviewing and attitude measurement*. Bloomsbury Publishing.
- Republic of Kenya, (2005a). Sessional Paper No. I On Policy Reforms Educational, Training and Research. Meeting The Challenges Of Education and Research in the 21st Century, Nairobi.
- Republic of Kenya. (2005a). Kenya Educational Support Programme 2005-2010. Delivery Quality Education and Training to All Kenyans, Nairobi: MOEST.
- Republic of Kenya. (2010). Quality Index: Guidelines for Quality Assurance and Standards Assessment of Schools in Kenya, Nairobi.
- Republic of Kenya. (1999). Handbook for Inspection of Educational Institutions: Nairobi, Government Printer.
- Republic of Kenya. (2005)Sessional Paper No. 1 of 2005, Policy Framework Force Training and Research. Nairobi: Ministry of Education.
- Rimantas, Z. (2011) Changes in quality Assurance Systems and Theoretical Models of Education Management. Hungary: National Institute of Public Education.

- Ronoh. D. (2000). *Organization, Implementation and Supervision of The Curriculum*. Paper Presented to Nyanza Province Headteachers and Senior Deputies Head Teachers During The KSSHA / KESI Course in Maseno School, 21st Maseno, Kenya.
- Salesh S., M. Y. (2011, September 3). *Concerns of Teachers and Principals on Instructional Supervision in Three Asian Countries*. International Journal of Social Science and Humanity.
- Sallis ., (2002). *Total Quality Management in Education*, Third Edition.
- Sanka, J.,(2014). *Influence of Headteachers Institutional Supervision Practices on Pupils Performance in KCPE in Loitoktok Sub-County, Kenya*. M.E.D Unpublished Thesis, University of Nairobi.
- Shiundu, J.,& Omulando, J. (1992). *Curriculum Theory and Practice in Kenya*, Nairobi: Oxford University Press.
- Sobe, T.,(2013). *Influence of Head Teachers Motivational Practises on Performance in Public Primary School in Ikerege Division Kuria District*.
- Sullivan, A., & Glanz, S. (2000). *Supervision that Improves Teaching; Strategies and Techniques*. Thousand Oaks, USA: Corwin Press.
- Wanyonyi, N., (2012). *Factors Affecting the Quality of Education in Day Secondary Schools in Kenya: A Case Study of Schools in Bungoma North District, in Bungoma County*. M.Ed Research Project, University of Nairobi.
- UNESCO (2007). *The organization of supervision services*. Paris: IIEP/UNESCO. http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Training/Training_Materials/Supervision/SUP_Mod3.pdf.
- UNESCO, (2005). *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*.
- UNESCO. (2014). *Role of Quality Assurance and Standards Officers, Kenya Position Papers*. Nairobi: UNESCO.
- Waititu M. M. & Orado,G. N. (2009). *Managing Teachers and the Instruction of Mathematics and Science: Lessons from the SMASSE Experience in Capacity Development. Paper presented at Secondary Education in Africa (SEIA) Followup Technical Workshop on Science and Mathematics, 2009 January 29-February 6, Tunis*.
- Wango, G., (2009). *School Administration and Management; Quality Assurance and Standards in Schools*. Nairobi: UNESCO Unpublished.

Wanzare, Z., (2003). Re- Thinking School Inspection in the Third World: A Case of Kenya. Alberta: University of Alberta Available At [Http://Www.Ualberta.Ca](http://www.Ualberta.ca)

Wassanga, P.,(2004). *Quality Assurance in Basic Education*. Nairobi: UNESCO.

Wiersma, W., & Stephen, G. (1995). *Research Methods in Education: An Introduction*. Corwin Press.

APPENDICES

APPENDIX A:LETTER TO THE RESPONDENTS

MOI UNIVERSITY
NAROK UNIVERSITY COLLEGE
FACULTY OF EDUCATION AND PLANNING
DEPARTMENT OF EDUCATION
P.O BOX 861- 20500,
NAROK.

Through the Head teacher
..... Primary School
P.O. Box.....
Kiambu County.

Dear Respondents,

REF; TEACHERS PERCEPTION OF QUALITY ASSURANCE AND STANDARDS OFFICERS SUPERVISORY ROLES IN PUBLIC PRIMARY SCHOOL IN KIAMBU COUNTY, KENYA.

I am a Ph.D. candidate of Moi University at Narok University College, currently carrying out a study on the above stated subject in Kiambu County, Kenya.

I kindly request you to respond to the questionnaire items as honestly as possible. The information you provide will be treated with absolute confidentiality. Neither your name nor that of your school will be recorded.

Thank you for your co-operation.

Yours Sincerely,

RUGAH TERESIA WANGUI

APPENDIX B: HEADTEACHERS' QUESTIONNAIRE

Kindly answer all questions appropriately.

1. Please indicate your gender.

Male

Female

2. In which age bracket does your age fall?

18 – 30 years

31 – 40 years

Over 40 years

3. What is your highest professional qualification?

P1

Diploma

B.ED

Master's Degree

Ph.D.

4. For how long have you been a head teacher?

0 – 5 years

6 – 10 years

Over 10 years

5. Since you were appointed as a head teacher, have you been inducted curriculum implementation?

Yes

No

6. During supervision of curriculum implementation, teachers take it positively.

Strongly agree

Agree

Agree less

Disagree

Strongly disagree

7. The perception of teachers on assessment / inspection is usually positive.

Strongly agree

Agree

Agree less

Disagree

Strongly disagree

8. What kind of support do you expect from QASOs during curriculum supervision?

.....
.....

9. Your school is often visited by QASOs in an year's time.

Strongly agree

Agree

Agree less

Disagree

Strongly disagree

10. Teachers welcome QASOs warmly whenever they visit your school for supervisory purpose and embrace QASOs supervisory roles.

- Strongly agree
- Agree
- Agree less
- Disagree
- Strongly disagree

11. QASOs usually interact with you and with teachers with ease whenever they pay supervisory visits.

- Strongly agree
- Agree
- Agree less
- Disagree
- Strongly disagree

12. Explain briefly how you perceive QASOs supervisory roles.

.....

.....

13. If you are told are describe QASOs in your zone, how would you describe them.

(Tick one)

- Colleague
- Facilitator
- Helper
- Intruder
- Inspector

14. Using the rating below indicate by inserting in the boxes the number that best suits your opinion in the statements.

- | | | |
|----|-------------------|----------------------|
| 1. | Strongly agree | <input type="text"/> |
| 2. | Agree | <input type="text"/> |
| 3. | Agree less | <input type="text"/> |
| 4. | Disagree | <input type="text"/> |
| 5. | Strongly disagree | <input type="text"/> |

Quality Assurance and Standard Officers:

- | | | |
|--------|---|----------------------|
| (i) | Participate in curriculum development | <input type="text"/> |
| (ii) | Have content knowledge in the subject they observe. | <input type="text"/> |
| (iii) | Have strong interpersonal skills | <input type="text"/> |
| (iv) | Induct teachers on suitable teaching methods | <input type="text"/> |
| (v) | Interpret curriculum objectives | <input type="text"/> |
| (vi) | Select teaching and learning materials | <input type="text"/> |
| (vii) | Offer to teachers' in-service education | <input type="text"/> |
| (viii) | Offer opportunities for professional growth to teachers | <input type="text"/> |
| (ix) | Offer guidance and counseling to teachers | <input type="text"/> |
| (x) | Interact freely with teachers during their visits | <input type="text"/> |

15. In your opinion, do you think the perceptions of teachers affect the academic performance of pupils?

Thank you for your co-operation in answering the questions.

APPENDIX C:TEACHERS' QUESTIONNAIRE

1.In a scale 1 – 5 kindly rate the effectiveness and efficiency of QASOs in performing their functions. Write in the box the number representing your rating.

Strongly agree (1) Agree (2) Agree less (3) Disagree (4)

Strongly disagree (5)

- | | |
|--|--------------------------|
| (i) Informing teachers of changes in curriculum. | <input type="checkbox"/> |
| (ii) Assist teachers in interpretation of objectives of curriculum always. | <input type="checkbox"/> |
| (iii) Orient teachers in suitable teaching methods | <input type="checkbox"/> |
| (iv) Induct teachers on how to make good choice of text books and other materials. | <input type="checkbox"/> |
| (v) Assist in evaluating teaching / learning process. | <input type="checkbox"/> |
| (vi) Promotes teachers professional growth | <input type="checkbox"/> |
| (vii) Facilitating appointment of subject panels in schools | <input type="checkbox"/> |
| (viii) Appointing and supporting key resource teachers in schools | <input type="checkbox"/> |
| (ix) Promotes school community relations | <input type="checkbox"/> |
| (x) Make frequent supervisory visit to schools | <input type="checkbox"/> |
| (xi) Observe teachers in class and hold meetings with them before they get to class and after class visit. | <input type="checkbox"/> |
| (xii) Check professional documents and advice accordingly. | <input type="checkbox"/> |
| (xiii) Meet and discuss the observed lesson with a teacher as a colleague | <input type="checkbox"/> |
| (xiv) Discuss findings of supervisory visit with head teacher. | <input type="checkbox"/> |

2. How frequent are the following functions performed by the QASO in your zone?

(Indicate by inserting in the box the number that best represents your rating)

Very frequently (1) Frequently (2) Less frequently (3) Rarely (4) Never (5)

- (i) Organizing in-service courses for teachers.
- (ii) Facilitating appointment of subject panel in schools
- (iii) Pay friendly supervisory visits
- (iv) Organizing seminars and meetings for teachers to interact
- 3. Promoting teachers professional growth
- 4. Informing teachers on changes in curriculum.
- 5. Orientating teachers to suitable teaching methods
- 6. Giving recommendation letters to well performing teachers
- 7. Making follow up of recommendations made during supervisory visits
- 8. Holding guidance and counseling sessions with teachers.
- 9. What perceptions do you hold on QASOs when they visit your schools?
 - Friendly
 - Fearful
 - Fair
 - Unfriendly
- 10. QASOs supervisory roles have helped in the KCPE result improvement.
 - Agree
 - Strongly agree
 - Disagree
 - Strongly disagree

Thank you for your co-operation in answering the questions